



EDUCATION
TRAINING
Y O U T H

**Key data
on education
in the
European Union**

94

EUROPEAN
COMMISSION



EDUCATION
TRAINING
Y O U T H

Key data on education in the European Union

Cataloguing data can be found at the end of this publication.

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PREFACE

The 115 million young people under 25 years of age today constitute an element essential to the future of the European Union. It is the duty of everyone concerned to provide them with adequate education and training, and it is incumbent on us to help them to play their part in society by assisting them to discharge their civic rights and duties.

The Commission's White Paper on Growth, Competitiveness, Employment gives a fair idea of the new demands made on them by our information societies. In effect, "The basic skills which are essential for integration into society and working life include a mastery of basic knowledge ... and skills of a technological and social nature, that is to say, the ability to develop and act in a complex and highly technological environment characterized, in particular, by the importance of information technologies; the ability to communicate, make contacts and organize etc. These skills include, in particular, the fundamental ability to acquire new knowledge and new skills - *"to learn how to learn" throughout one's life*. People's careers will develop on the basis of the progressive extension of skills."

This in turn presents several challenges to our education systems and calls for decisions to be taken in a new context distinguished by the emergence of an open European education and training area.

Thus, a more detailed knowledge of education in other Member States is becoming essential for policy makers and everyone working in this field. The great diversity of the education systems in the European Union makes this need all the greater and imposes stringent demands of rigour and reliability on studies and comparative analyses capable of bringing out this diversity. Such studies also provide a necessary foundation for promoting mutual understanding within the European Union and the capacity of the systems to adapt to increasingly rapid social change. In the face of these new demands, the European Union must help to find answers by developing a capability for the observation of change in education systems and requirements in the Union.

The annual publication of a Report on Education Policy in the European Union, bringing together statistics on and analysis of the systems, is part of this information effort. This report will aim at promoting mutual understanding of Member States' national education systems using a comparative basis and form of presentation. This ambitious aim presupposes the construction of a common reference base useful both to national and Community policy makers and to all those involved in cooperation in education; the collection of carefully checked data, with guidance to facilitate the use of such data; and the highlighting of certain major aspects of Member States' policies in the education field.

This publication differs from the other documents already in existence in three particular respects:

- The statistical data are accompanied by both a commentary, as an aid to reading, and also a set of qualitative data. Thus, for example, the investment in education, as measured by the rates of those in education, is supplemented by the duration of compulsory education and the organisation of school time.
- The statistics refer wherever possible to the regional level, which is often more revealing of the economic, social and cultural characteristics of the social fabric. This first attempt demonstrates the inherent diversity of the various education systems and highlights important inequalities in access to education, which are often obscured in the mass of national statistics.
- Each report will include, in addition to the chapters analysing the main data or indicators, a section dedicated to a topic of common interest within the Union. In this first report, language learning has been chosen.

Despite the efforts which have been made to fill the many gaps in the data collected and to compensate for the limited extent of their comparability, the report still includes some approximations and remains in certain respects incomplete. It is therefore also a compelling invitation to Member States and the Commission to pool their efforts so as to make rapid progress in this field. It is clear that this work will continue to be based on the statistics collected by EUROSTAT and the qualitative data produced by EURYDICE, and that it will take account of the work undertaken jointly with OECD. It will also be enriched with specific new indicators useful to cooperation at European Union level.

I should like to thank all those who have worked under difficult conditions and up against very short deadlines to bring out this new information tool, which is put at the disposal of education policy making in the Member States of the European Union and of Community cooperation in education.

P R O F E S S O R A N T O N I O R U B E R T I

M E M B E R O F T H E C O M M I S S I O N

R E S P O N S I B L E F O R

R E S E A R C H , H U M A N R E S O U R C E S ,

E D U C A T I O N , T R A I N I N G A N D Y O U T H

D E C E M B E R 1 9 9 4

PRESENTATION

This first report dealing with the field of education in the European Union is in two parts. The first contains the main Key Data on education, while the other presents a general outline of the issue of the language skills of the citizens of the Union.

The preparation of this report has been made possible thanks to close cooperation between the Task Force Human Resources and EUROSTAT, which provided the necessary statistical data. The inclusion of qualitative data taken from studies published by the EURYDICE network throws into relief the diversity of the education systems, which we considered necessary to a full appreciation of the statistical data. The originality of this report lies in its combination of statistical data along with qualitative information. We must mention the invaluable contribution made by the European Unit of EURYDICE in coordinating the work. It was assisted by the team at the Department of Experimental Education of the University of Liège, which drafted the Key Data section. The section on language teaching is the product of close cooperation between the Task Force, the Bureau LINGUA and the European Unit of EURYDICE.

The Commission, while it considers the results of the production of this report very positive, is nonetheless conscious of its limitations and imperfections and would like to draw the reader's attention to some of them.

- The statistics relate to the 1991/92 academic year, except where indicated otherwise, while the qualitative data and those on structures relate to 1993/94.
- Of the available Community, national and regional statistics, only those which were considered sufficiently reliable have been analysed. While it is true that the volume of national statistics published in the Member States is considerable, they are not constructed on a common basis, thus reflecting the great diversity in the education systems in the Union. This diversity is valuable but it is also a real handicap for anyone trying to make comparisons on a Community basis.
- The data are generally organised by level of education according to the ISCED international classification devised by UNESCO. Unfortunately, this does not always match the structures adopted by the education systems of the Member States. An explanation of the degree of correspondence is therefore always given where necessary.

- All data on teachers and institutions are brought together in a single chapter, regardless of level of education, because of the difficulty in obtaining precise information on these topics by level of education for every Member State. Particular mention should be made of the methodological problems encountered in this chapter in trying to ensure the comparability of the data, more especially as regards the criteria for calculating numbers of teachers, the definitions of schools, and their classification as state or private.

To facilitate consultation and enable the reader to locate interesting features immediately, this report includes several illustrations in the form of histograms, graphs, maps and diagrams. The document is constructed on the basis of alternating illustrations and brief commentaries bringing out the main points which they reveal.

In the interests of quality of presentation and readability of the text, all the relevant figures and useful sources are set out in detail in the annex.



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FIRST PART

**KEY DATA
ON
EDUCATION**



CONTEXT AND STRUCTURES

ONE THIRD OF THE EUROPEAN POPULATION IS UNDER 25

In 1992, there were in the European Union some 113 million people under 25, representing about one third of the total population.

This proportion is found in a majority of Member States. In Spain, France, Ireland and Portugal, the numbers of young people are proportionately higher.

TABLE A1: PERCENTAGES OF UNDER-25-YEAR-OLDS, BY MEMBER STATE, AT 1 JANUARY 1992

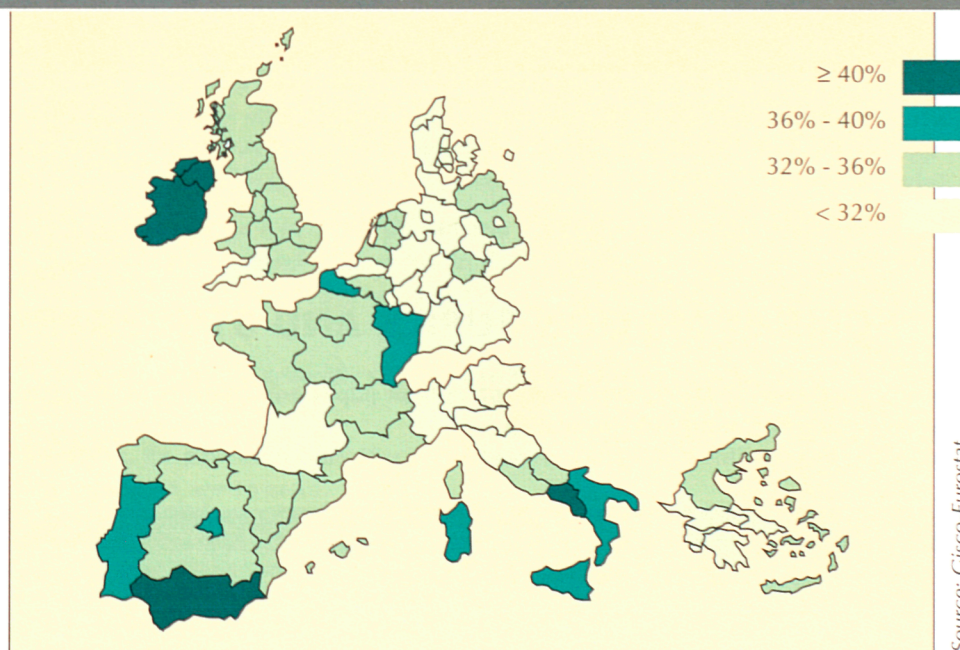
| B | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 32% | 31% | 30% | 33% | 36% | 35% | 44% | 31% | 30% | 33% | 36% | 33% |

Source: Regio Data Bank, Eurostat

Regional differences in the percentages of young people in the total population are shown in Map A1. Relatively more young people are found in the south of Spain, the north and east of France, in Ireland, Northern Ireland and in the south of Italy.

However, in other regions, the percentages of under-25s are smaller. This is more particularly the case more particularly in northern Belgium, Denmark, *Kentriki Ellada* in Greece, south west France, northern Italy and the south-west of the United Kingdom. In Germany, it is only in some of the new *Länder* that percentages of young people close to the European rate are found.

MAP A1: PERCENTAGES OF UNDER-25-YEAR-OLDS, BY NUTS 1 REGIONS, 1993



Source: Gisco-Eurostat

EXPLANATORY NOTE

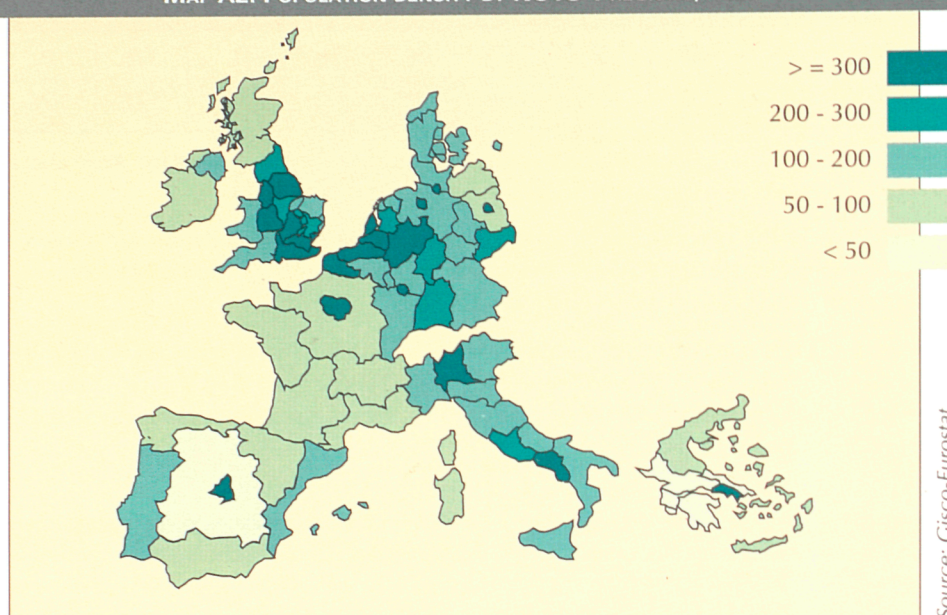
The nomenclature of territorial units for statistics (NUTS) is used in the European Union to provide a single and coherent breakdown of regional statistics. The nomenclature used here corresponds to NUTS 1.

VARYING DENSITIES OF POPULATION

The average population density in the European Union is 146 inhabitants per square kilometre, but there are considerable differences between countries.

The lowest densities are found in Greece and Spain. Some regions have a population density which is lower than the national average, including *Centro*, in Spain - with the exception of Madrid - and *Kentriki Ellada* in Greece. Lower densities are also observed, to a lesser extent, in the new German *Länder* and in Scotland.

MAP A2: POPULATION DENSITY BY NUTS 1 REGIONS, 1993



SOME 67 MILLION PUPILS AND STUDENTS

During the academic year 1991/92, there were 67 million pupils and students in the European Union, representing nearly one fifth of the total population.

TABLE A2: PUPILS AND STUDENTS, IN THOUSANDS, 1991/92

| B | DK | D | GR | E | F | IRL | I | L | NL | P (*) | UK |
|------|-----|-------|------|------|-------|-----|------|----|------|-------|-------|
| 2050 | 933 | 13346 | 1861 | 8777 | 11791 | 889 | 9553 | 49 | 3537 | 2024 | 12295 |

(*) estimate

Source: Eurostat

EXPLANATORY NOTE

Pupils in special education are included in these statistics. Pre-school education, ISCED 0, under the UNESCO International Standard Classification System for Education, is excluded because of the problems of comparability.

**TABLE A3: PUPILS IN EDUCATION-ORIENTED PRE-SCHOOL INSTITUTIONS
(SCHOOL AND NON-SCHOOL), IN THOUSANDS, 1991/92**

| B | DK (*) | D | GR | E | F | IRL | I | L | NL (*) | P (*) | UK |
|-----|--------|------|-----|------|------|-----|------|---|--------|-------|-----|
| 398 | 175 | 2434 | 128 | 1016 | 2558 | 92 | 1588 | 9 | 370 | 175 | 819 |

(*) estimate

Source: see annex to pre-school chapter

If pupils in the educational structures at pre-school level are included, there are almost 77 million pupils and students (76 868 000) in the European Union.

EXPLANATORY NOTE

The figures in the table refer to pupils in education-oriented pre-school institutions, as defined in the chapter on pre-school education.

**TABLE A4: TOTAL PUPILS AND STUDENTS IN THE EUROPEAN UNION,
INCLUDING PRE-SCHOOL LEVEL, IN THOUSANDS, 1991/92**

| B (*) | DK (*) | D | GR | E | F | IRL | I | L | NL (*) | P (*) | UK |
|-------|--------|-------|------|------|-------|-----|-------|----|--------|-------|-------|
| 2448 | 1109 | 15780 | 1989 | 9793 | 14349 | 981 | 11141 | 58 | 3907 | 2199 | 13114 |

(*) estimate

In several Member States, there has been an increase in the birth rate which makes an increase in the school population likely in the coming years. Belgium (the Wallonia Region, in particular), Denmark, Germany (especially the old *Länder*), Luxembourg, the Netherlands and the United Kingdom have more children aged 0 to 4 than 5 to 9 years.

A WIDE VARIETY OF EDUCATIONAL STRUCTURES

Graph A1 on the following page illustrates the similarities and differences in the structures of the European education systems. In a majority of Member States, children enter the system at the age of 3 years, but children may have their first experience of school at age 2 in France and the United Kingdom (except in Scotland) and at two-and-a-half in Belgium. However, children enter the education system only at 4 years of age in Ireland and the Netherlands, and at age 5 in Denmark and Germany (in only a few schools in certain *Länder*).

Compulsory education starts at age 6 in half of the Member States, and begins earlier in some of them - at age 4 in Luxembourg and Northern Ireland (UK), at five in the Netherlands and in most of the United Kingdom (England and Wales and Scotland) and at five and a half in Greece. Children are required to attend school only from 7 years of age in Denmark.

The start of compulsory education generally coincides with the point of entry to primary school education, except in Luxembourg.

In most Member States, the pattern of education is identical for all children until the end of the first cycle of secondary school, at around age 14 or 15.

A common core curriculum is followed until age 16 in Denmark and the United Kingdom. Only in Germany and Luxembourg are pupils faced with selection regarding their direction at the beginning of lower secondary education, at about age 10 or 12.

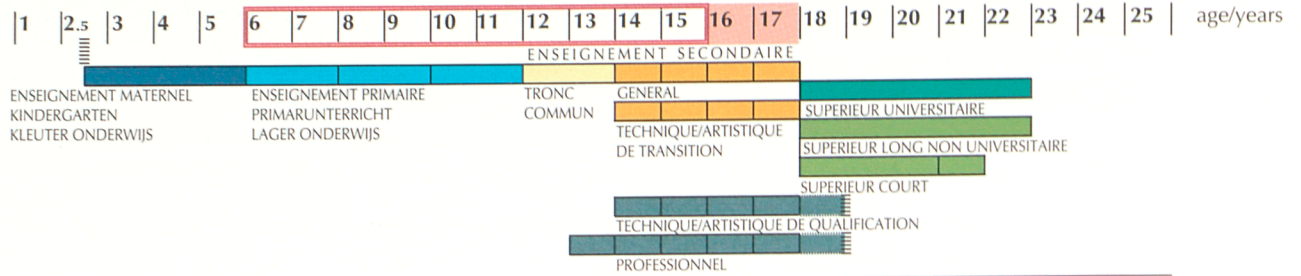
The end of compulsory education generally comes after the first cycle of secondary education.

In Belgium, Germany and the Netherlands, compulsory education continues at least on a part-time basis after age 16, and the end of compulsory education can coincide with the end of upper secondary education.

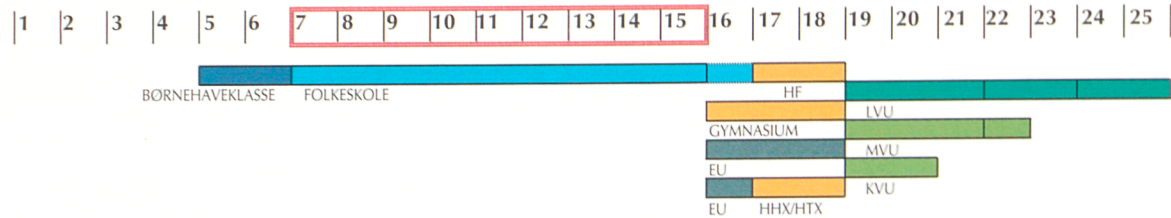
Entry to higher education is usually possible from age 18, except in Denmark, Italy and Luxembourg, where it is later. The age of entry varies in Germany. Greek students may enrol in higher education from 17. In most Member States, vocational secondary education programmes continue past the age of 18.

GRAPH A1: DESCRIPTION OF SCHOOL STRUCTURES, 1993/94

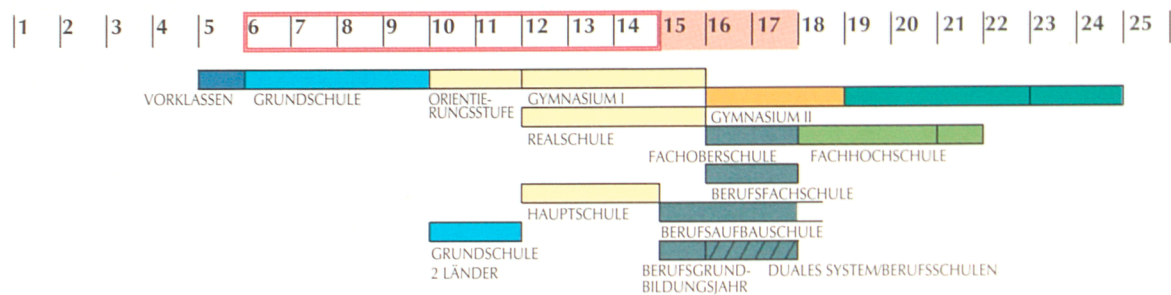
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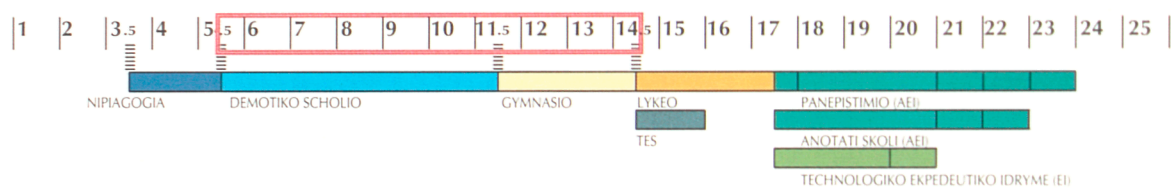
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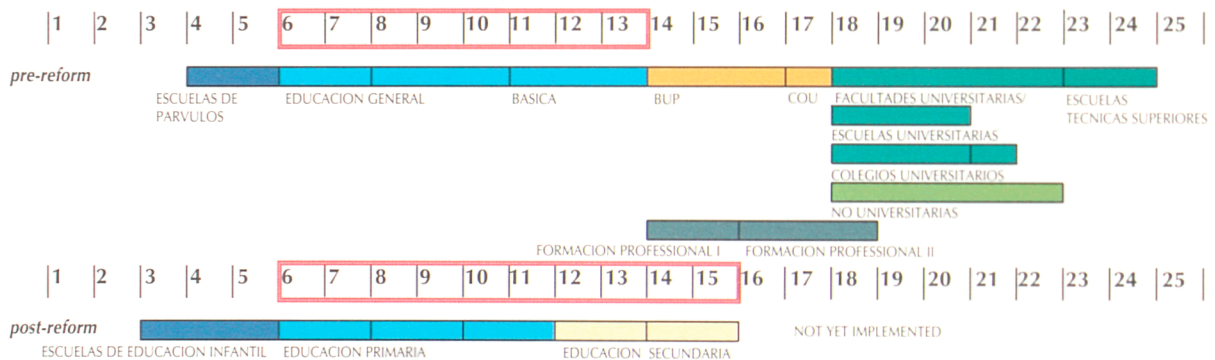
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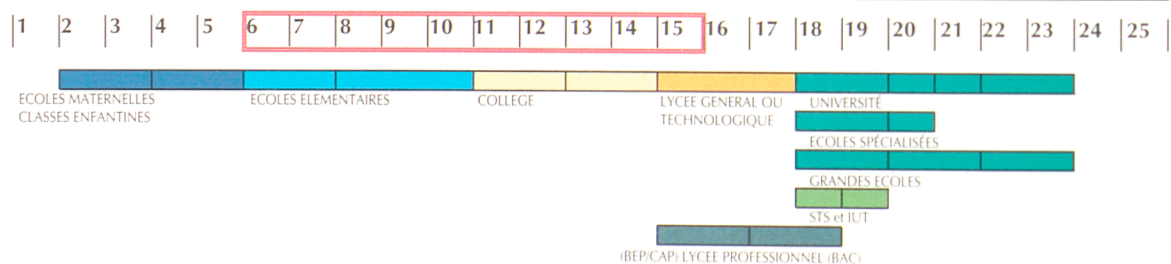
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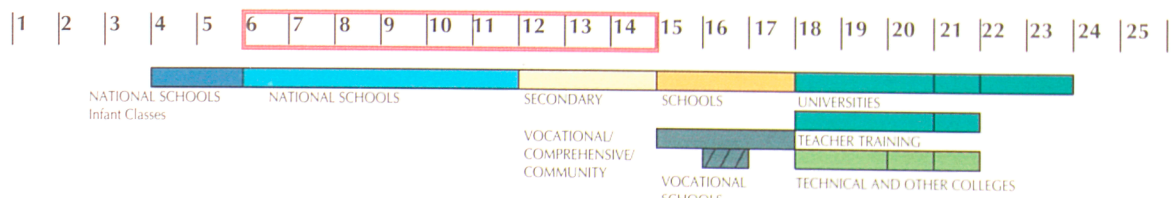
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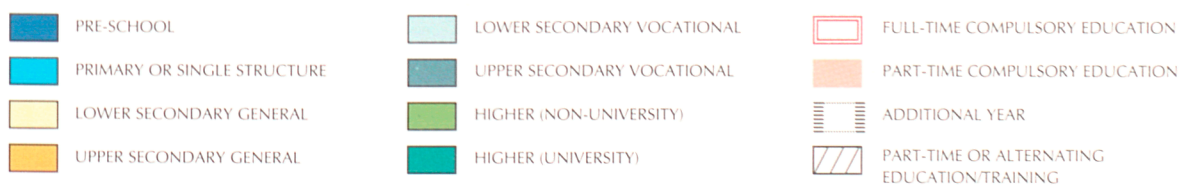
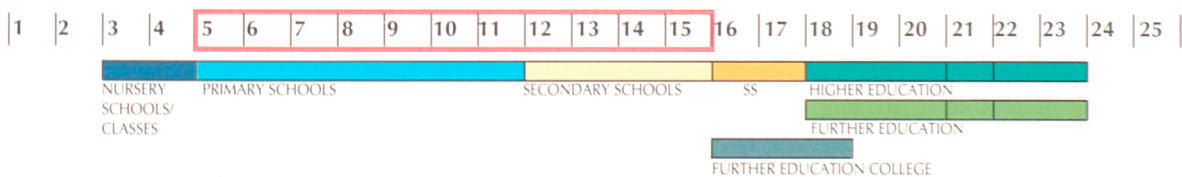
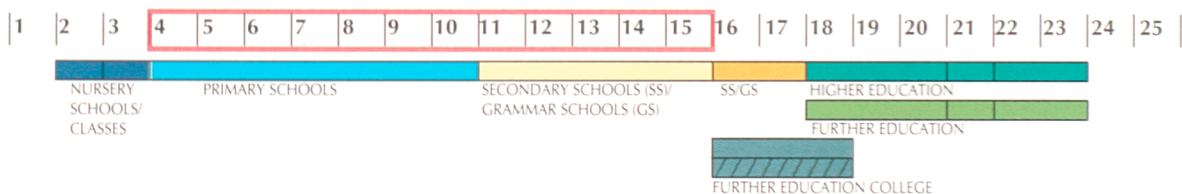
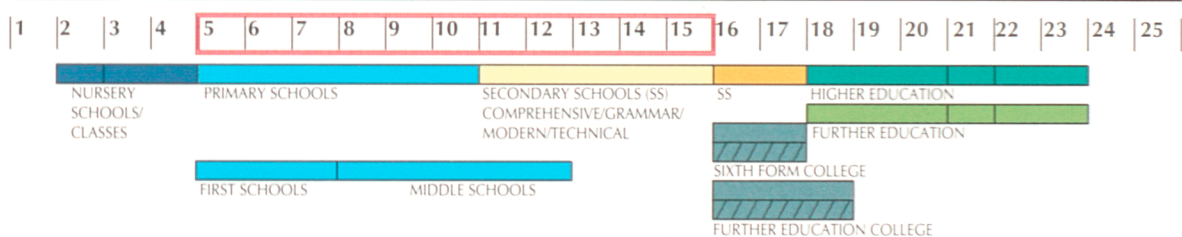
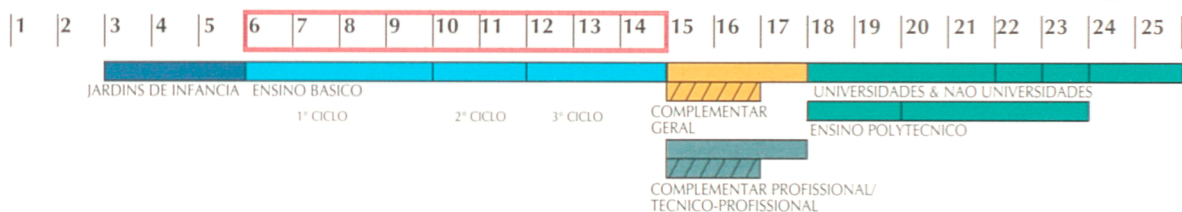
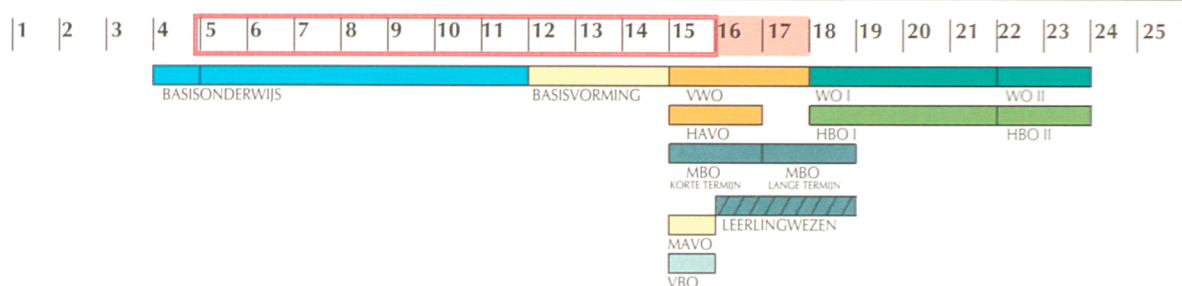
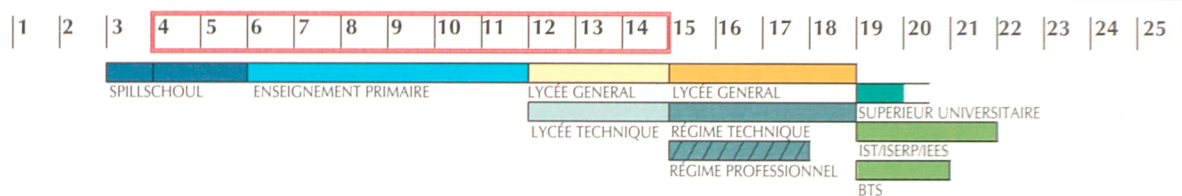


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IRL



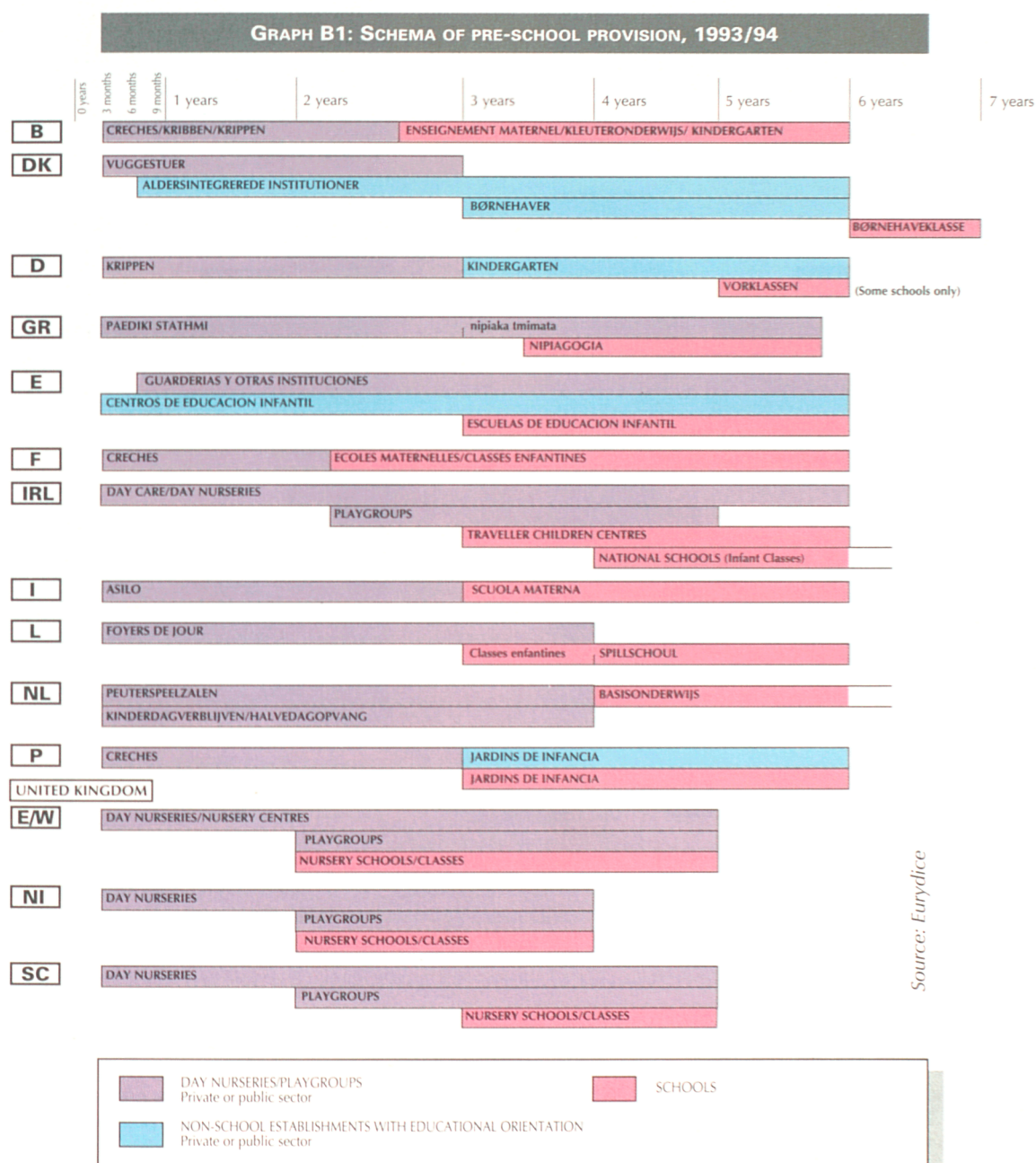




PRE-SCHOOL EDUCATION

ALL TYPES OF PRE-SCHOOL EDUCATION A WIDE RANGE OF PROVISION

There is a wide range of types of establishment which children in Europe may attend before entering primary school. The reader will find full details of them, including their names in the original languages, in the schema below. Establishments differ as regards the qualifications of the staff they employ. Those which are education-oriented, whether or not they are schools, employ only qualified staff, while those designated day nurseries or playgroups (shown in purple) are not obliged to do so.

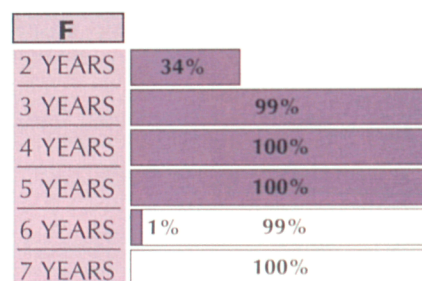
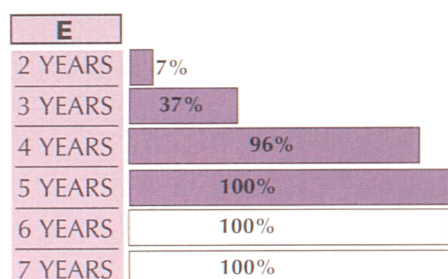
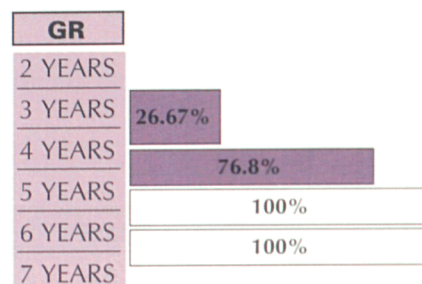
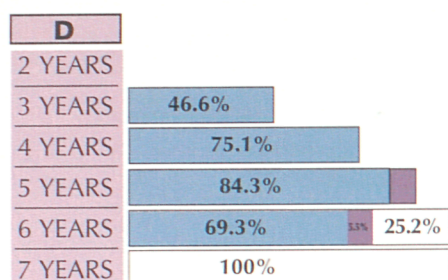
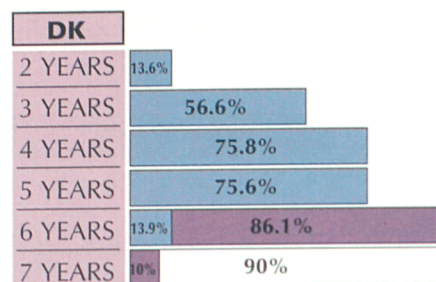
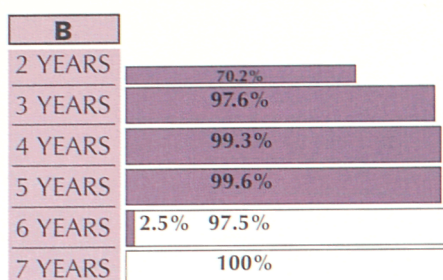


In three countries - Belgium, France and Italy - nursery schools constitute the only form of provision for children from the age of 3 years. A range of educational provision is available in the other countries. In Denmark and Germany, it is not possible to attend school before the age of 5.

THE PREDOMINANCE OF SCHOOLS

The graphs in B2 show for each country the percentages of 2 to 7-year-old children attending some form of school (nursery or primary) or education-oriented non-school establishment. Space does not permit the inclusion of the names of these establishments here.

GRAPH B2: RATES OF PRE-SCHOOL ATTENDANCE BY AGE, 1991/92



SCHOOLS
 NON-SCHOOL ESTABLISHMENTS WITH EDUCATIONAL ORIENTATION
 COMPULSORY PRIMARY EDUCATION

Denmark: At age 6, most children (86.1%) attend the *bornehaveklasse*. The other children are in either *Kindergarten*-type centres (*Børnehaver*) or integrated centres (*Aldersintegrerede institutioner*), or are looked after at home. There is no breakdown of the numbers of children by each of these forms of provision.

Germany: The statistics on children attending *Vorklassen* and *Schulkindergärten* (nursery classes for children who have reached compulsory school age) are merged (1.9% of 5-year-olds and 5.5% of 6-year-olds).

Greece: Figures for attendance include children between three and four-and-a-half years in one group, then those over four-and-a-half years. These are only for the *Nipiagogia*.

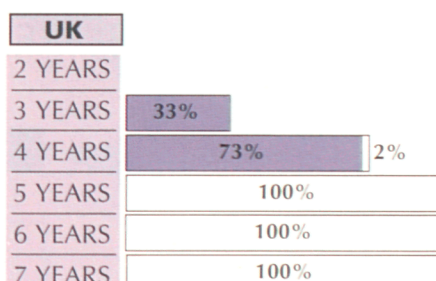
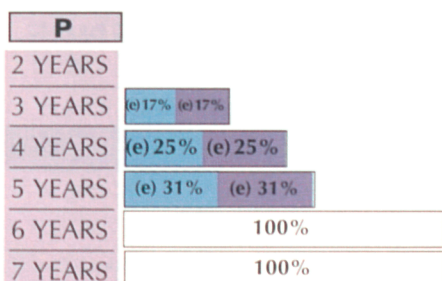
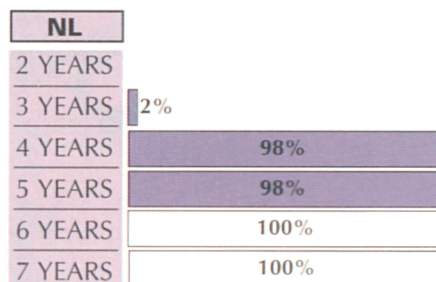
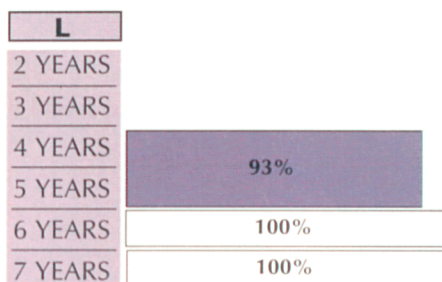
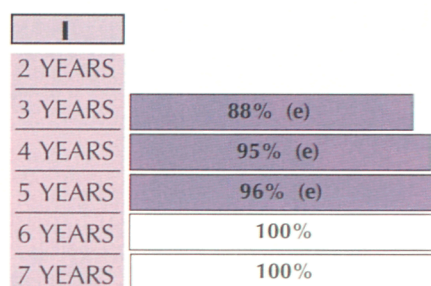
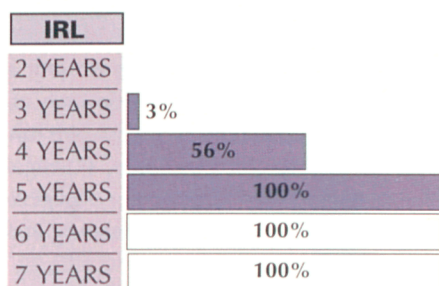
Spain: The graph shows the pre-reform situation (1991), taking all forms of provision together.

EXPLANATORY NOTE

The statistics given in the following part of the chapter relate only to education-oriented establishments. The rate of pre-school attendance for a given age is the ratio of the numbers of children enrolled in the establishments concerned to the total age cohort.

Source: see annex

Even where the rate of attendance at education-oriented establishments is low, for children over 3 years of age the school is the dominant form of provision everywhere, except in Denmark and Germany. In Portugal, there are almost as many children in schools as in non-school centres. In Belgium, Spain, France, Italy, Luxembourg, and the Netherlands, more than 90% of 4-year-olds attend schools.



Source: see annex

(e) estimate

Italy: The population figures are based solely on the number of births in the year, not on the relevant age cohorts of children. This may result in a slight over-estimate of the numbers of children concerned. Statistics are available only for the public sector. The overall rate of pre-school attendance has therefore been estimated on the basis of the overall distribution of pupils between public and private sector education.

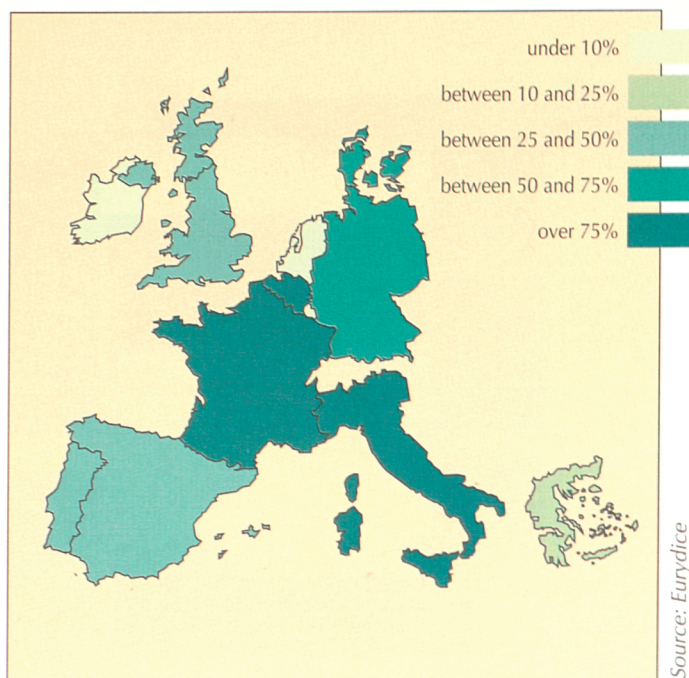
Luxembourg: In the available statistics and percentages, 4 and 5-year-olds are grouped together. Nursery classes for 3-year-olds were not provided until after the reference year, so no rate can be calculated for this age group.

Portugal: The distribution of children as between schools and education-oriented non-school establishments has been estimated on the basis of the overall statistics.

United Kingdom: The graph presents the figures for the UK as a whole, without differentiation. Regional disparities are therefore concealed. Northern Ireland differs significantly, with compulsory education and entry to primary school starting at the age of 4 years.

THREE-YEAR-OLDS: CONSIDERABLE DIVERGENCES BETWEEN MEMBER STATES

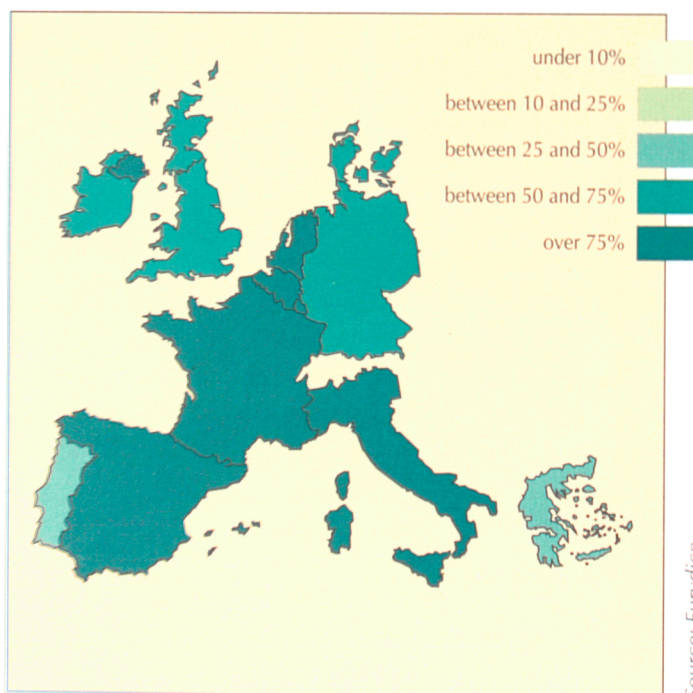
MAP B1: ATTENDANCE AT 3 YEARS OF AGE, 1991/92



At this age, the highest rates of attendance (between 88% and 97%) are found in the three countries in which nursery schools are the only form of provision - Belgium, France and Italy. In Denmark and Germany, about half of all children are in non-school, education-oriented establishments. In the other countries with a variety of forms of provision rates of attendance at nursery schools are low (about one third in Spain, Portugal and the United Kingdom) or negligible (in Greece, Ireland, Luxembourg and the Netherlands).

FOUR-YEAR-OLDS: A TREND TOWARDS CONVERGENCE

MAP B2: ATTENDANCE AT 4 YEARS OF AGE, 1991/92



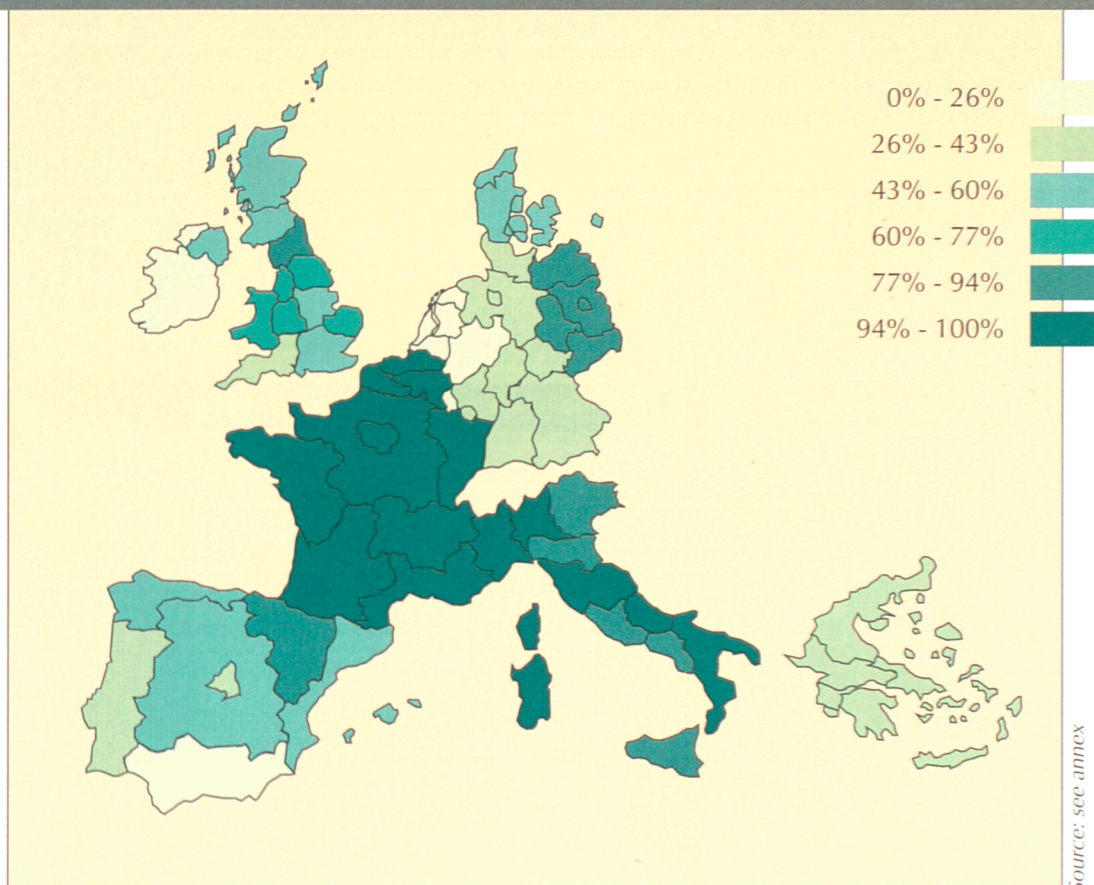
A clear increase is discernible in the rates of nursery school attendance between the ages of three and four years.

Attendance rates scarcely exceed 50% in two countries (Greece and Portugal). They reach 75% in Denmark, Germany and the United Kingdom. In the other Member States, however, practically all 4-year-olds attend a school or an education-oriented non-school establishment. Such attendance is even compulsory in Luxembourg and Northern Ireland.

REGIONAL VARIATIONS AS REGARDS THE YOUNGEST AGE GROUP

Belgium, France and Italy are the bastions of nursery schooling for 3-year-olds, with high rates of attendance everywhere. Considerable regional variations are found in some Member States in which the national rate is under 50% - in Germany, Spain and the United Kingdom. In Germany, the high rate of pre-school attendance in the new *Länder* is particularly striking.

MAP B3: PRE-SCHOOL ATTENDANCE RATES AT 3 YEARS OF AGE, BY NUTS 1 REGIONS, 1991/92



Greece: The statistics group children between 3 and four-and-a-half years old together. The population figures by regions have had to be estimated. The only information available is the number of children by region and by age band (0-4 and 5-9 years). The method used to estimate numbers by regions was as follows: the number of 3-year-olds + half the number of 4-year-olds (161 750) was divided by the total number of 0 to 4-year-olds (521 000), giving 0.31 or 31%. This estimated percentage appears in the tables annexed.

Italy: Figures are available only in relation to the public sector. Estimated rates have been arrived at on the basis of the breakdown of public and private sector schools by region.

United Kingdom: The statistics available include 3 and 4-year-olds together in all regions.

EXPLANATORY NOTE

The nomenclature of territorial units for statistics (NUTS) is used in the European Union to provide a single and coherent framework for regional statistics. The nomenclature used here is NUTS 1. In the construction of the map, intervals have been calculated starting from the European mean, each interval representing half a standard deviation.

BETWEEN ONE AND THREE YEARS OF PRE-SCHOOL EDUCATION, DEPENDING ON THE MEMBER STATE

Depending on the Member State, the average period of attendance at an educational establishment before the start of compulsory primary education can be from only one year to more than three years.

Those Member States with the shortest average duration of pre-school education (only one year) are also those whose compulsory primary education starts earliest - the United Kingdom, at age 5 years, and Greece, at five-and-a-half. Four other Member States have an average of less than two years of pre-school education. In three instances - Ireland, Luxembourg and the Netherlands - this is due to the fact that their educational structures only take children from 4 years of age. In Portugal, where availability is theoretically sufficient to offer children three years of schooling, the short average duration is explained by the low attendance rates. The remaining Member States have an average duration of about three years of pre-school attendance. This is generally the same as the theoretical provision, except in Denmark, Spain and France, where the establishments take children from 2 years of age.

GRAPH B3: AVERAGE DURATION OF PRE-SCHOOL EDUCATION, 1991/92



Luxembourg: Since 1993, the theoretical duration available is three years.

Northern Ireland: The statistics available include 3 and 4-year-olds together. As a result, all 4-year-olds who are in compulsory primary education are included in the calculation of the average duration.

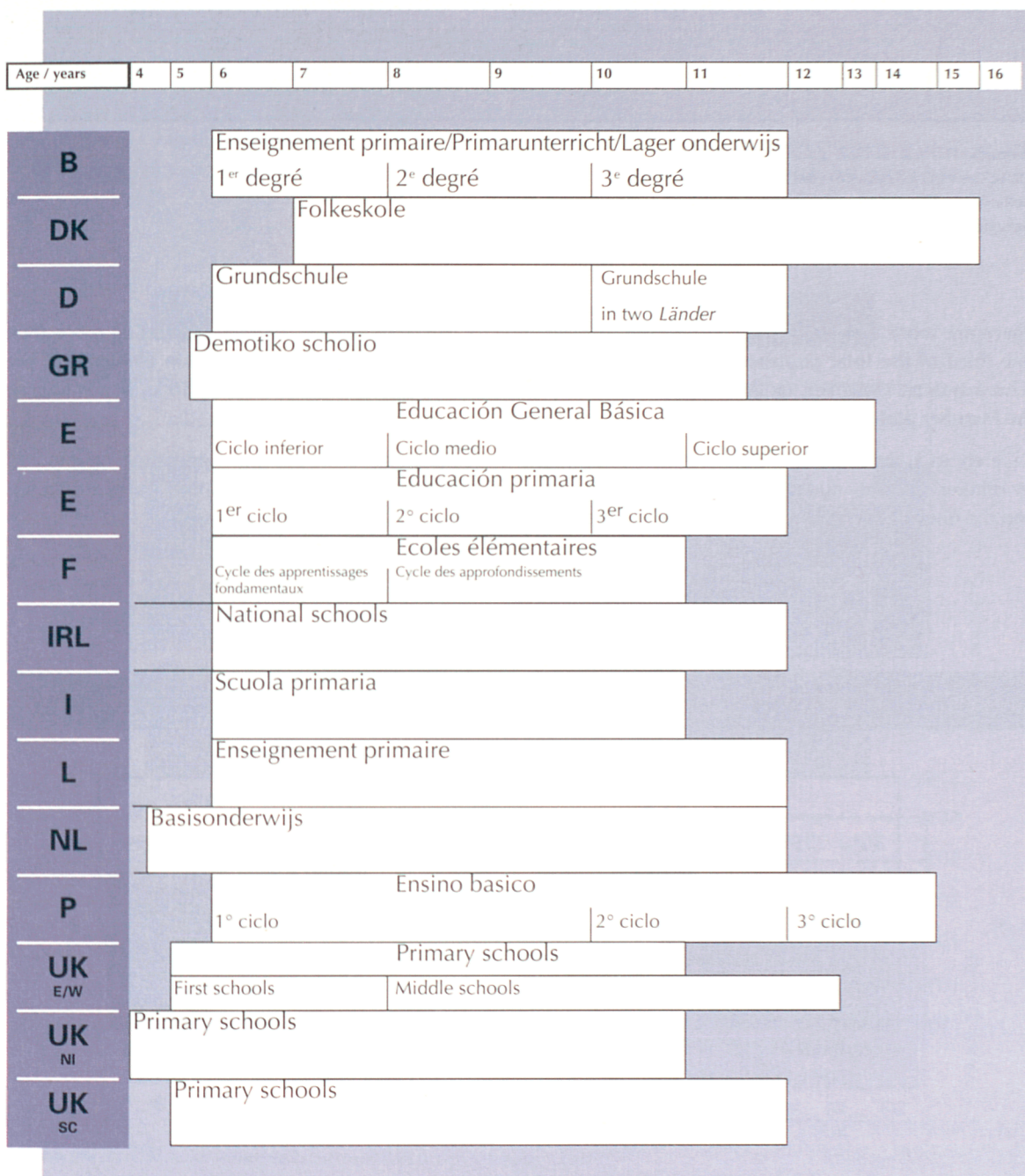
EXPLANATORY NOTE

The average duration of pre-school education is obtained by adding the rates of pre-school attendance for the various ages. For example, in Belgium, 35.1% of 2-year-olds + 97.3% of 3-year-olds + 99.3% of 4-year-olds + 99.6% of 5-year-olds gives 331.3, or 3.313 years.

PRIMARY EDUCATION

FROM FOUR TO NINE YEARS OF COMPULSORY PRIMARY EDUCATION

GRAPH C1: SCHEMA OF COMPULSORY PRIMARY EDUCATION, 1993/94



Source: Eurydice

The duration of primary education varies from one Member State to another. It is six years in the majority of them, and ranges from four years in 14 of the German *Länder* to nine years in Member States with a single structure, such as Denmark and Portugal. Some Member States, including Belgium, Spain, France and Portugal, divide this level of education into stages or cycles.

MORE THAN ONE THIRD OF ALL ENROLMENTS ARE IN PRIMARY EDUCATION

**TABLE C1: PUPILS IN PRIMARY SCHOOLS (IN THOUSANDS)
AND AS A PERCENTAGE OF THE TOTAL POPULATION IN EDUCATION, 1991/92**

| B | DK | D | GR | E | F | IRL | I | L | NL | P | UK | UE |
|-------|--------|------|-------|--------|--------|-------|--------|------|--------|-------|--------|---------|
| 711.5 | 327.02 | 3438 | 791.2 | 2662.5 | 4109.8 | 408.5 | 3004.2 | 25.1 | 1407.7 | 940.8 | 4559.5 | 22386.1 |
| 36% | 35% | 26% | 43% | 30% | 34% | 47% | 31% | 52% | 41% | 46% | 37% | 34% |

Source: Eurostat

Denmark: The first six years of the *Folkeskole*.

Spain: The first two cycles of *Educación General Básica*.

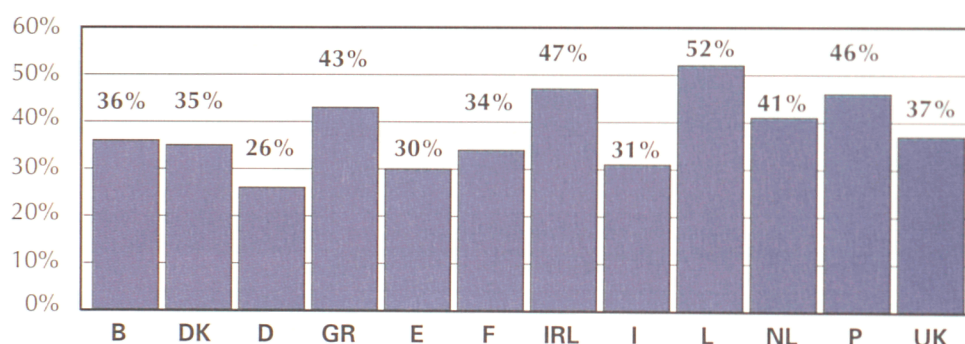
Netherlands: The last seven years of *Basisonderwijs*.

Portugal: The first two cycles (six years) of *Ensino Básico*.

There are more than 22 million children in primary schools in the European Union, representing more than one third of the total population in education. Primary education is thus one of the main elements of the school system. However, its share of all children in education varies from about 25% to 50%, depending on the Member State.

Differences in the relative share of primary education in individual Member States may be partly accounted for by differences in its duration and form of organisation. Demography (see Chapter A., Context and Structures) and the uneven development of higher education may also be contributory factors.

**GRAPH C2: PUPILS IN PRIMARY EDUCATION AS A PERCENTAGE
OF THE TOTAL POPULATION IN EDUCATION, 1991/92**



Source: Eurostat

EXPLANATORY NOTE

The relative share of primary pupils is the ratio of the total number of pupils in primary education to the total number of pupils and students in primary, secondary and higher education in each Member State. Pupils attending the nursery level are not included in the statistics.

WIDE VARIATIONS BETWEEN MEMBER STATES IN TERMS OF ANNUAL CLASS HOURS

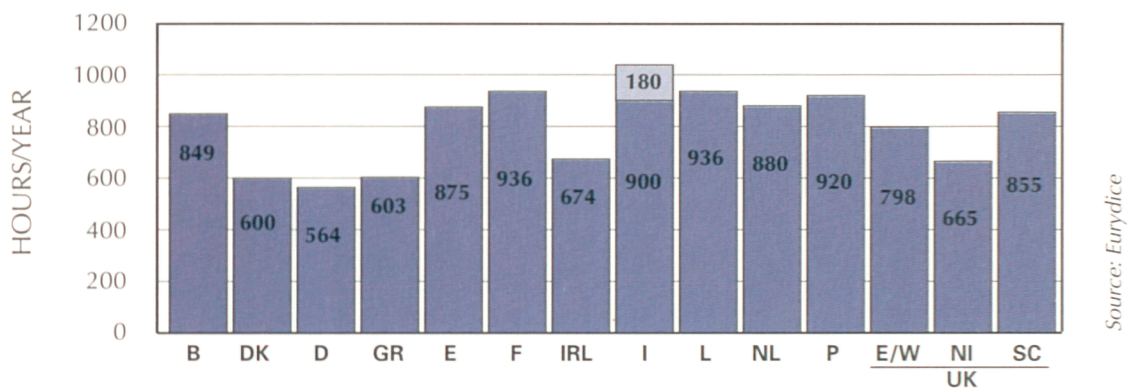
In most Member States, pupils attend school five days a week. They attend six days a week in Luxembourg and in some regions of Germany and Italy. The number of hours spent in class in any one day also varies, depending on the day of the week and the Member State.

Given the wide variations in the use of time in schools, the annual course load has been calculated to serve as an indicator.

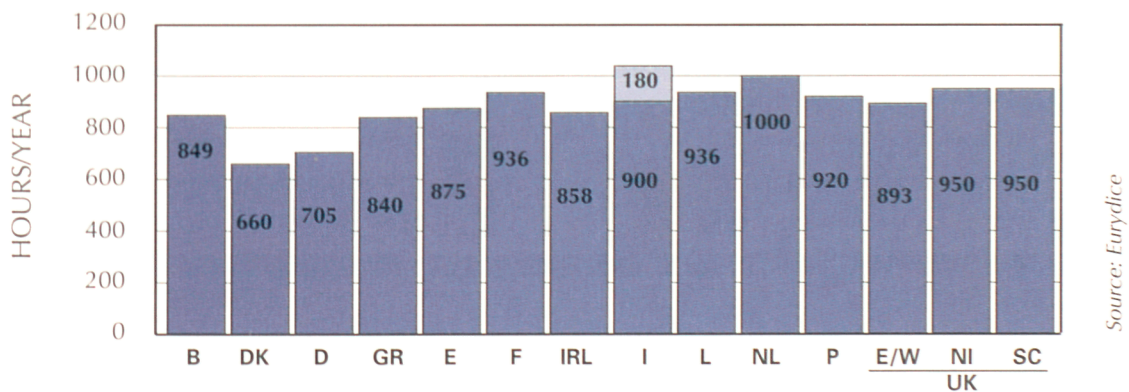
Considerable differences - up to 100% - may be observed in the annual course load in the various Member States.

Half of the EU Member States have adopted a lighter timetable for young children starting school, which explains why the variations are most marked at the beginning of compulsory schooling and rather less so later on.

**GRAPH C3: NUMBER OF CLASS HOURS PER YEAR AT START OF SCHOOLING
(AROUND AGE 6), 1993/94.**



**GRAPH C4: NUMBER OF CLASS HOURS PER YEAR
DURING THE COURSE OF SCHOOLING (AROUND AGE 9), 1993/94**



Germany: The situation varies according to the *Land* (from 479 to 648 hours a year).

England and Wales: Figures do not include time spent on the teaching of religion, the daily acts of worship or tutor periods. The total number of hours may therefore be higher.

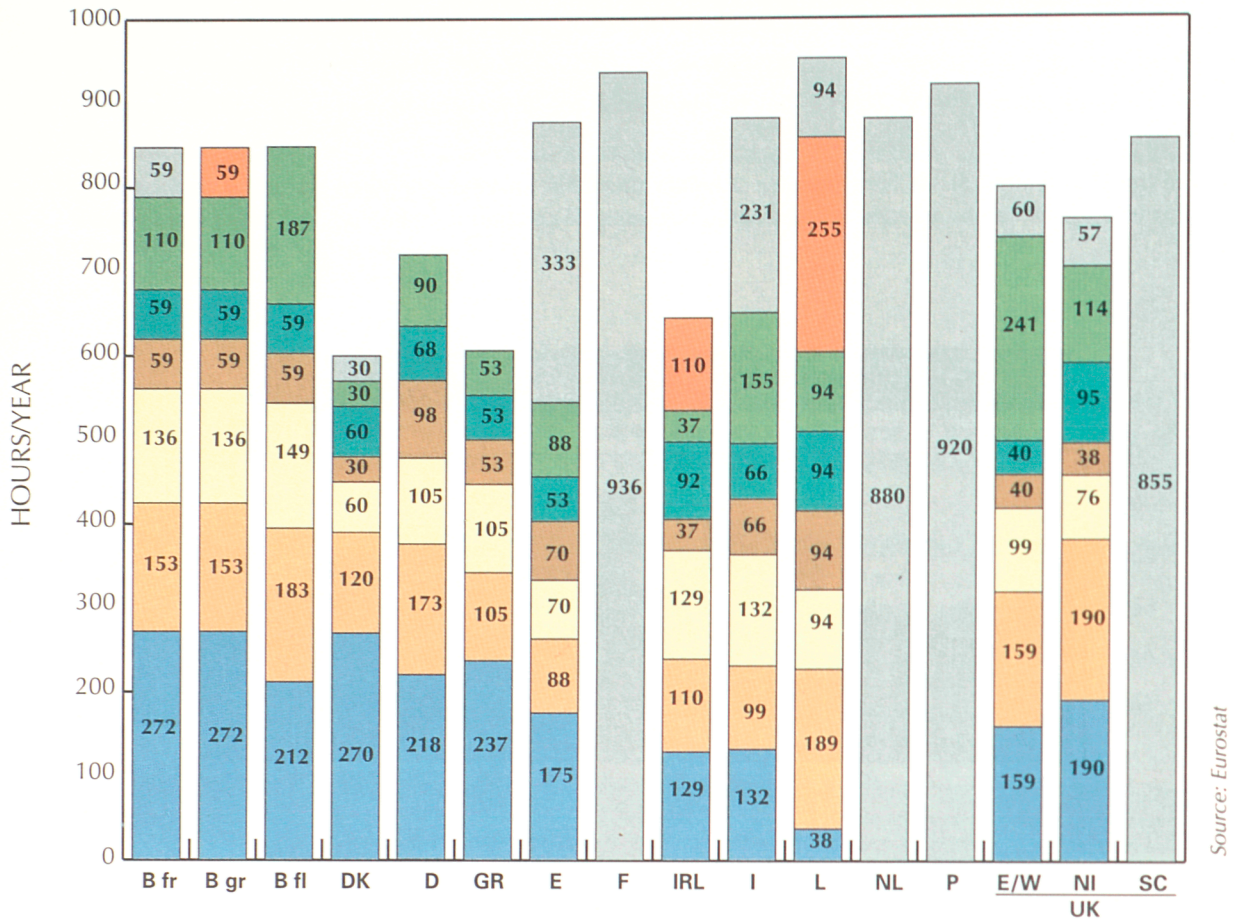
Italy: Where the six-day week is in operation, the annual load is 900 hours; under the five-day week system, it is 1080 hours. The annual load increases to 1 200 hours when pupils take a foreign language course.

EXPLANATORY NOTE

The annual course load is calculated from the number of hours per week, or the number of periods, multiplied by the length of a period, to obtain the weekly load. This total is then divided by the number of days per week, then multiplied by the number of school days in the year.

COMPULSORY SUBJECTS: A COMMON BASIS BUT DIFFERENCES OF EMPHASIS

GRAPH C5: ANNUAL HOURS OF TEACHING IN EACH SUBJECT
AT THE START OF PRIMARY SCHOOLING (AROUND AGE 6), 1993/94



Germany: Average for all Länder.

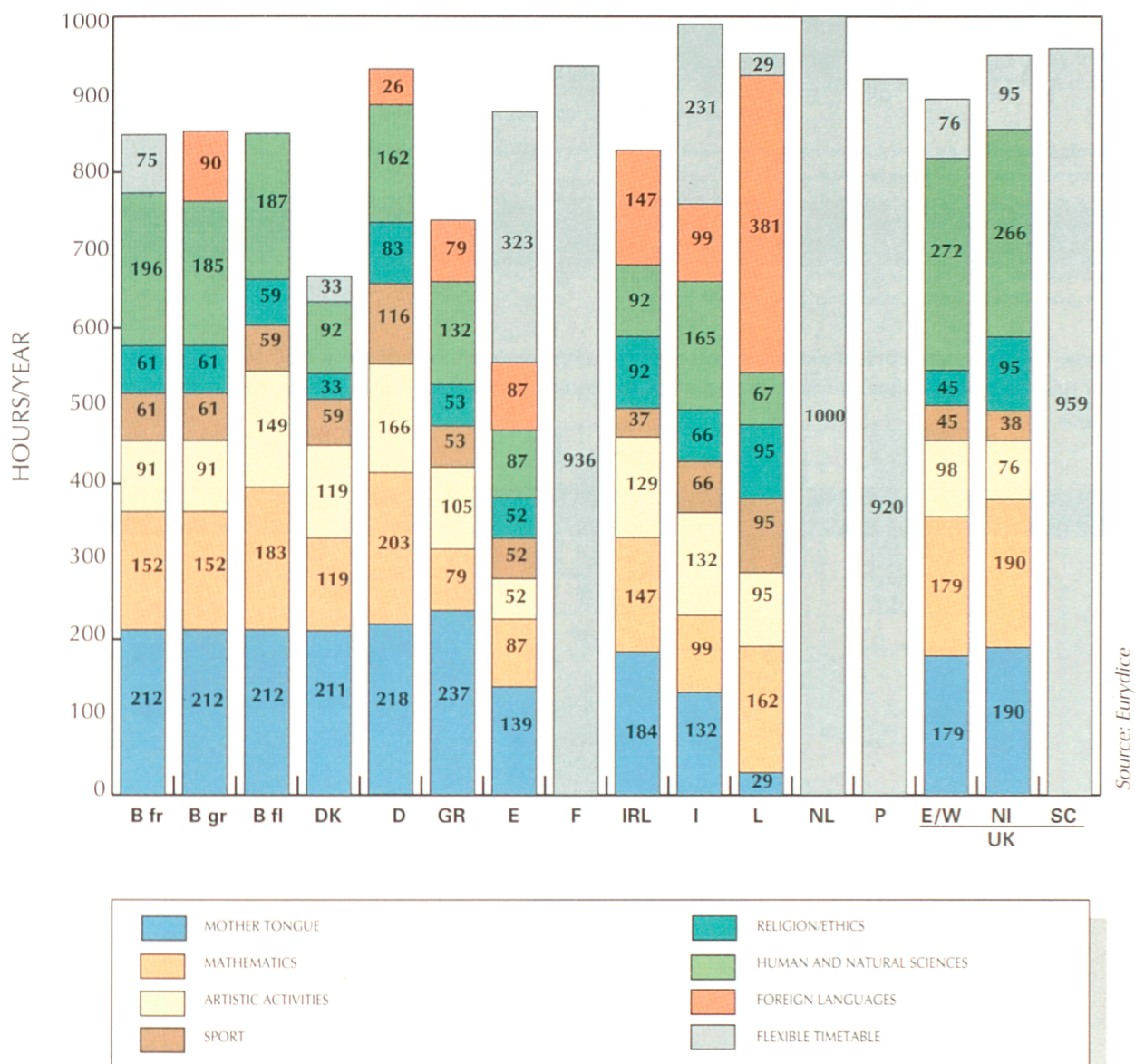


In some Member States, the curricula and official directives give teachers or schools freedom to determine how much time they allocate to different subjects. In other Member States, in which the curricula prescribe the timetabling of the various subjects, it is possible to compare the amount of time devoted to each subject.

At the start of primary education, major disparities are observed in the time allocated to mother tongue teaching.

There are also substantial differences in the amount of time devoted to the teaching of mathematics, artistic activities, manual activities, sciences and sport. However, it is the amount of time spent on scientific subjects which varies most widely across Member States. Luxembourg is striking for the amount of time devoted to the teaching of German.

GRAPH C6: ANNUAL HOURS OF TEACHING IN EACH SUBJECT DURING THE COURSE OF PRIMARY SCHOOLING (AROUND AGE 9), 1993/94



Germany: The situation varies according to the *Land*. This is the *Länder* average.

France: Subjects are divided into three categories; there is flexibility of timetabling within these fixed categories.

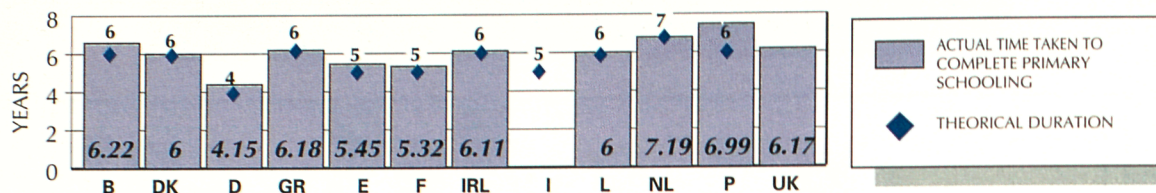
Italy: This is the minimum; the final allocation of time is decided by the teachers.

EXPLANATORY NOTE

These graphs have been constructed by multiplying the proportions of time allocated to the various subjects, as provided for in the official curricula, by the annual number of class hours.

A PATH SOMETIMES STREWN WITH OBSTACLES

GRAPH C7: AVERAGE DURATION OF PRIMARY SCHOOLING, 1991/92



Denmark: In estimating the theoretical duration, only the first six years of the *Folkeskole* are taken into account.

Germany: Only some old *Länder* are taken in account.

Spain: In estimating the theoretical duration, only the first two cycles of *Educación General Básica* are taken into account.

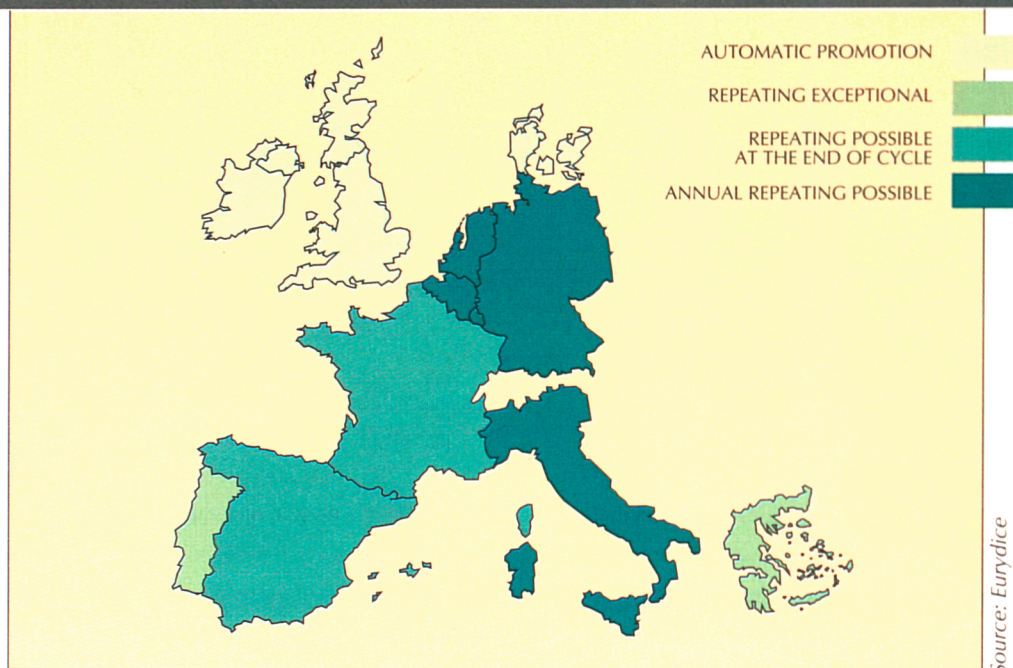
Netherlands: In estimating the theoretical duration, only the last seven years of *Basisonderwijs* are taken into account.

Portugal: In estimating the theoretical duration, only the first two cycles of *Ensino Basico* are taken into account.

United Kingdom: The theoretical duration of primary education differs in England and Wales, Scotland and Northern Ireland. These differences are not given. Data are for the United Kingdom as a whole.

In some Member States, actual duration exceeds the theoretical duration, indicating that, overall, pupils need more time to complete the curriculum and meet its requirements. This is particularly true in Belgium and Portugal.

MAP C1: PROMOTION TO THE NEXT CLASS DURING PRIMARY EDUCATION, 1993/94



Promotion from one class to the next is automatic throughout primary education and is effected without examinations in some Member States (Denmark, Greece, Ireland and the United Kingdom). In the other Member States, pupils experiencing difficulty can be required to repeat the year. Repeating is the practice in Belgium, Germany, Italy, Luxembourg and the Netherlands.

Repeating at the end of a cycle of two or more years is possible in France and Spain. In Portugal since 1993/94, repeating is still possible, but exceptional.

EXPLANATORY NOTE

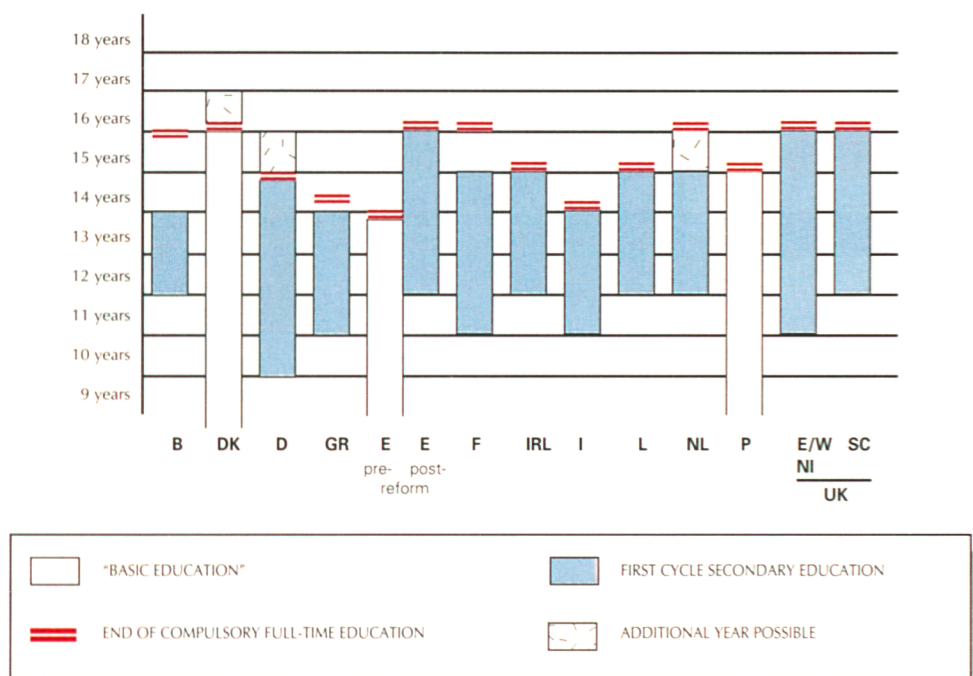
The average duration of schooling at primary level is obtained by adding the primary school enrolment rates by ages. The statistics do not include pupils in special education in Belgium, Denmark, Spain, France, Ireland, the Netherlands and the United Kingdom; the rates may therefore be underestimated.

SECONDARY EDUCATION

DIFFERENT PATHWAYS IN DIFFERENT MEMBER STATES: FROM ONE SINGLE COURSE OF EDUCATION TO SPECIALISED STREAMS

The organisation of secondary education differs from one Member State to another, but usually includes a first and a second cycle of varying length (lower and upper secondary education). The end of the first cycle often coincides with the upper age limit of full-time compulsory education.

**GRAPH D1: AGES AT WHICH COMPULSORY FULL-TIME EDUCATION
AND THE FIRST CYCLE OF SECONDARY EDUCATION ARE COMPLETED, 1993/94**



In Denmark, Spain (pre-reform) and Portugal, there is no secondary first cycle as such, "basic education" being organised in a single structure over nine years.

The start of secondary education varies from one Member State to another. It is generally set at either age 11 or age 12, and begins earliest in Germany, namely from age 10 in 12 of the *Länder*.

The first cycle lasts either three or four years in most Member States, except in England, Wales and Northern Ireland, where it extends to five years, and in Belgium, where it is only two years long.

EXPLANATORY NOTE

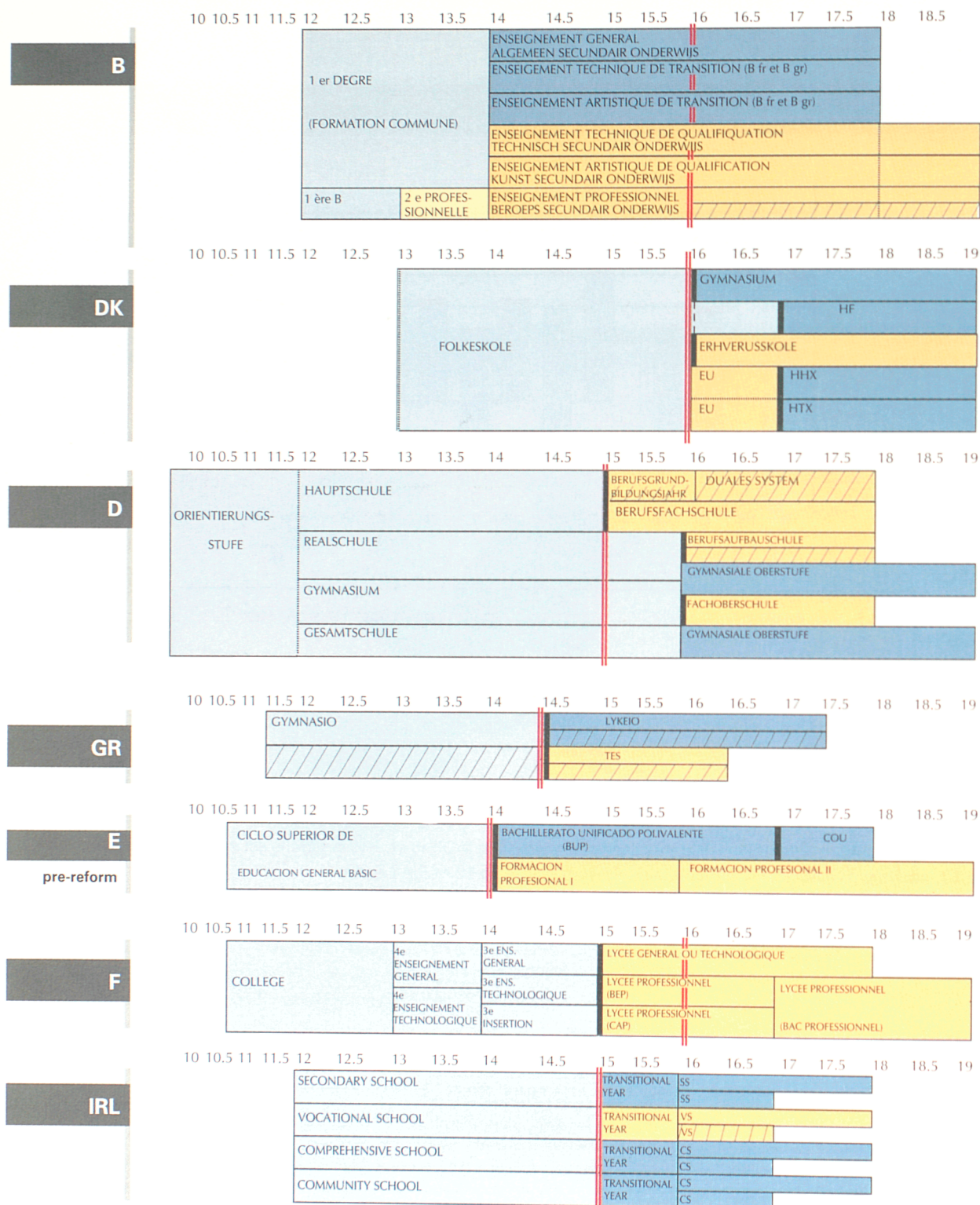
The ISCED (International Standard Classification for Education), developed by UNESCO, is used by countries and international agencies as a means of compiling internationally comparable statistics on education.

The third cycle of "basic education" in Portugal and Spain and the last three years of the Folkeskole are considered to be of the same level as the first cycle of secondary education.

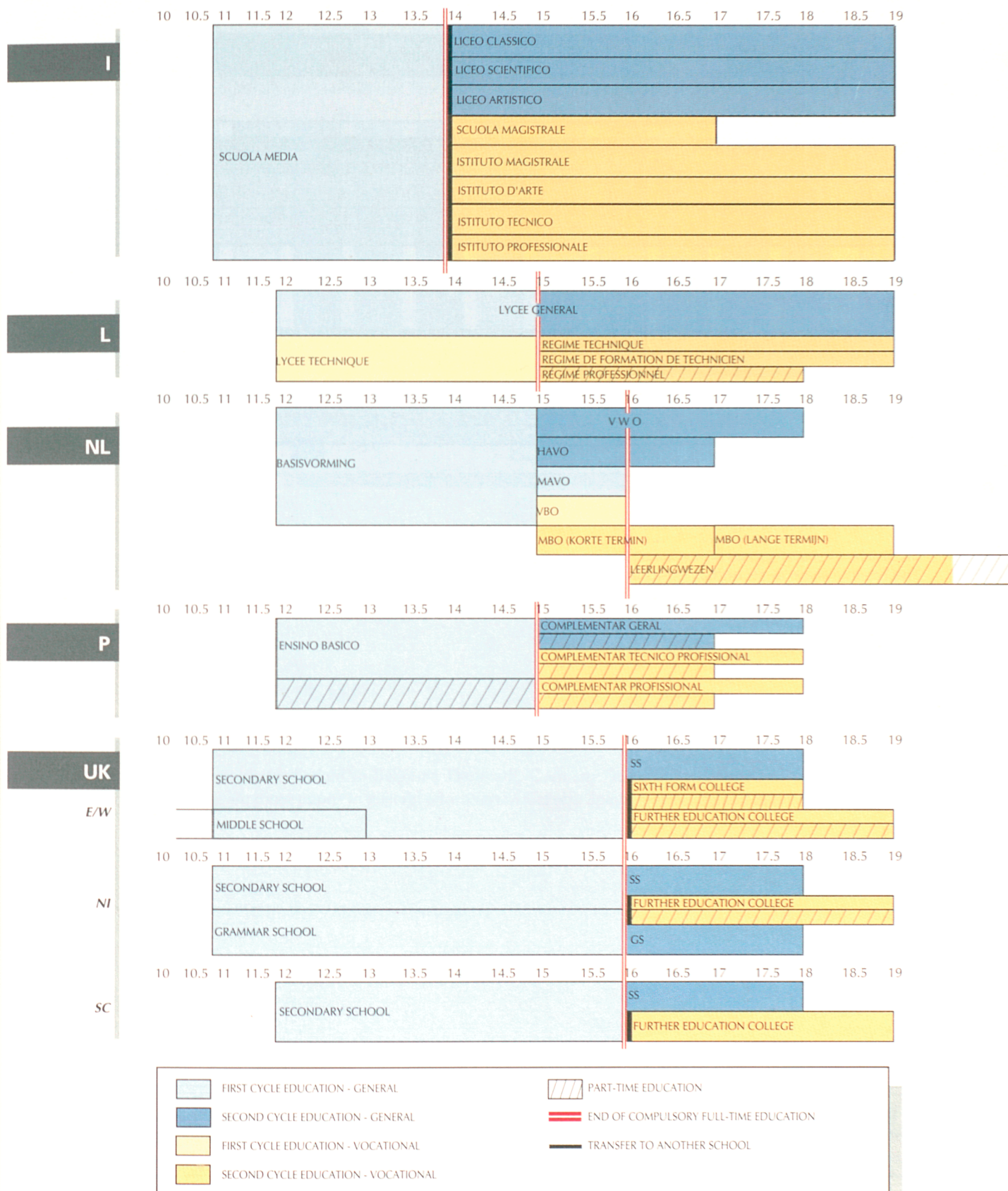
Diagram D1 sets out the organisation of these structures by Member State. Different branches or types of courses and their position in this stage of education are indicated.

A majority of Member States have "integrated" structures in the first cycle, with all pupils following a general curriculum at the same level. A few Member States (Belgium and Luxembourg) have different types of courses in the first cycle. In Germany, after the *Orientierungsstufe*, general education in the first cycle leads to different certificates according to the type of school.

DIAGRAM D1: ORGANISATION OF SECONDARY EDUCATION STRUCTURES IN THE EUROPEAN UNION, 1993/94



Different types of courses are available in all Member States in the second cycle of secondary education. Although they are all known by different names, it is possible to distinguish two major categories: general, providing education leading to entry to higher education, and vocational, providing qualifications in preparation for working life.



MORE THAN HALF OF ALL PUPILS IN THE EUROPEAN UNION ARE IN SECONDARY EDUCATION

During the academic year 1991/92, 34 420 000 pupils were enrolled in secondary education in the European Union. The population in secondary education represents 52% of all pupils in schools in the European Union.

TABLE D1: PUPILS IN SECONDARY EDUCATION, IN THOUSANDS, 1991/92

| B (*) | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
|-------|-----|------|-----|------|------|-----|------|----|------|-----|------|
| 990 | 456 | 7522 | 865 | 4773 | 5755 | 371 | 5010 | 23 | 1526 | 892 | 6237 |

(*) Estimate

Source: Eurostat

TABLE D2: RELATIVE SHARE OF POPULATION IN EDUCATION ENROLLED IN SECONDARY EDUCATION, 1991/92

| B | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 50% | 49% | 58% | 47% | 55% | 50% | 42% | 52% | 46% | 45% | 44% | 51% |

Source: Eurostat

The relative share of secondary education varies from 42% in Ireland to 58% in Germany. These variations reflect different types of organisation in terms of the length of secondary education and the age at the end of compulsory education.

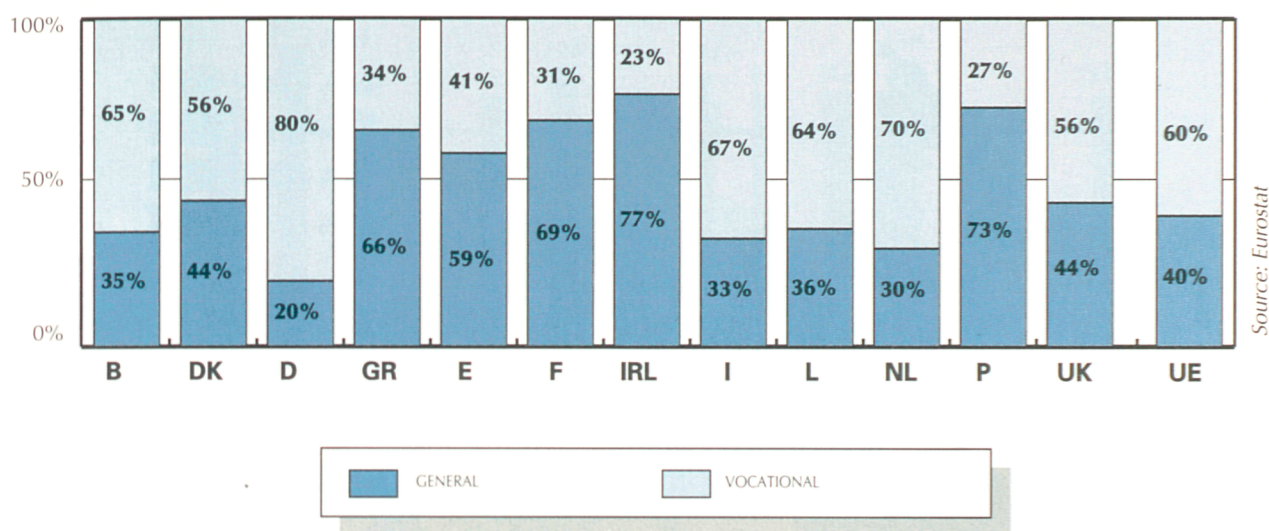
EXPLANATORY NOTE

The two cycles of secondary education correspond to levels 2 and 3 of the ISCED classification. These have been aggregated in the two tables above. In calculating the relative share of secondary education, the total number of pupils was established excluding pupils in pre-school education.

VOCATIONAL EDUCATION PREDOMINATES AT UPPER SECONDARY LEVEL

Graph D2 depicts, for each Member State and for the European Union as a whole, the distribution of pupils between general and vocational education.

**GRAPH D2: PERCENTAGES OF PUPILS IN THE SECOND CYCLE
OF SECONDARY EDUCATION, GENERAL AND VOCATIONAL, 1991/92**



France: Vocational studies in agriculture are not taken into account in the national average. Certain types of training, outside the schools, are not included.

In the Union as a whole, slightly more pupils in the second cycle of secondary education are in vocational education than in general education. This is the case in seven of the twelve Member States.

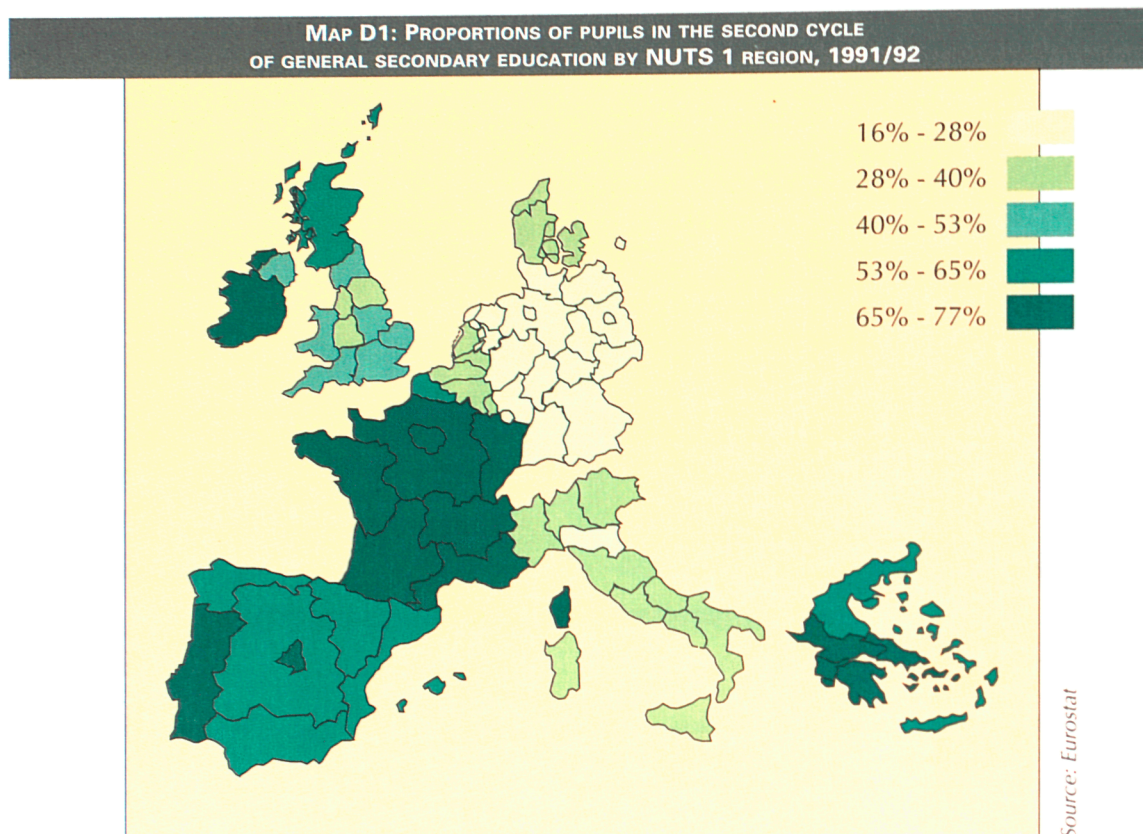
This trend is particularly marked in Belgium, Denmark, Germany, Italy, Luxembourg and the Netherlands. Conversely, there are more pupils in general education in Greece, Spain, France, Ireland and Portugal.

EXPLANATORY NOTE

In Graph D2, the distribution of pupils between the two types of education was based on the total number of pupils in education, and not on the total population of young people of the age appropriate to upper secondary education.

PREDOMINANCE OF GENERAL EDUCATION IN CERTAIN MEMBER STATES AND CERTAIN REGIONS

Map D1 depicts the proportion of all upper secondary pupils in general education in each of the NUTS 1 regions.



Overall, there is little variation between regions within any Member State. Contrasts appear mainly between Member States. France, Ireland and Portugal have considerable proportions of pupils in general education.

In Greece, however, two regions (*Kentriki Ellada* and *Attiki*) have a slightly higher proportion of pupils in the general stream.

In Spain, in the Madrid region, there are slightly more pupils in general secondary education than in other regions.

In France, only the Nord-Pas-de-Calais region has under 65% of pupils in the general stream of upper secondary education.

In Italy, Emilia-Romagna has the highest proportion of pupils in vocational education.

In the United Kingdom, there are slightly more pupils in general education in Scotland.

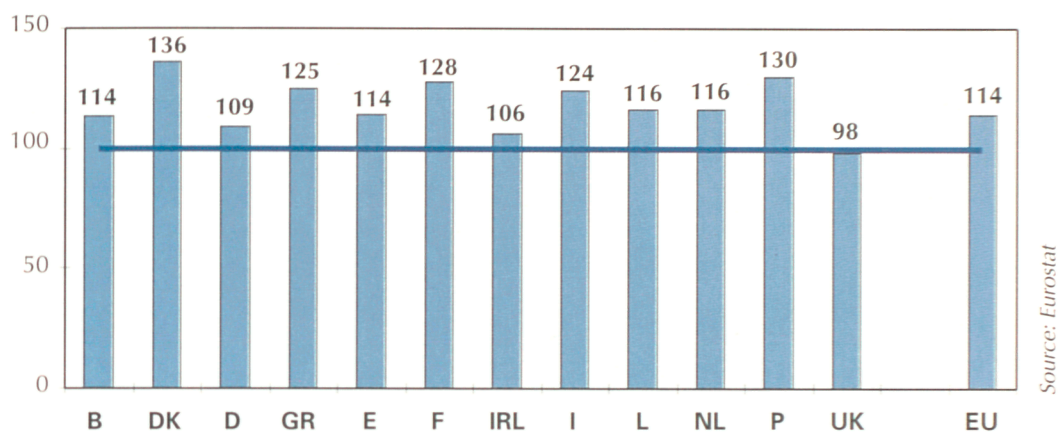
EXPLANATORY NOTE

In constructing this map, classes of equal amplitude were created. Total amplitude is the difference between the largest and the smallest percentages. This number is divided by the number of classes to be created.

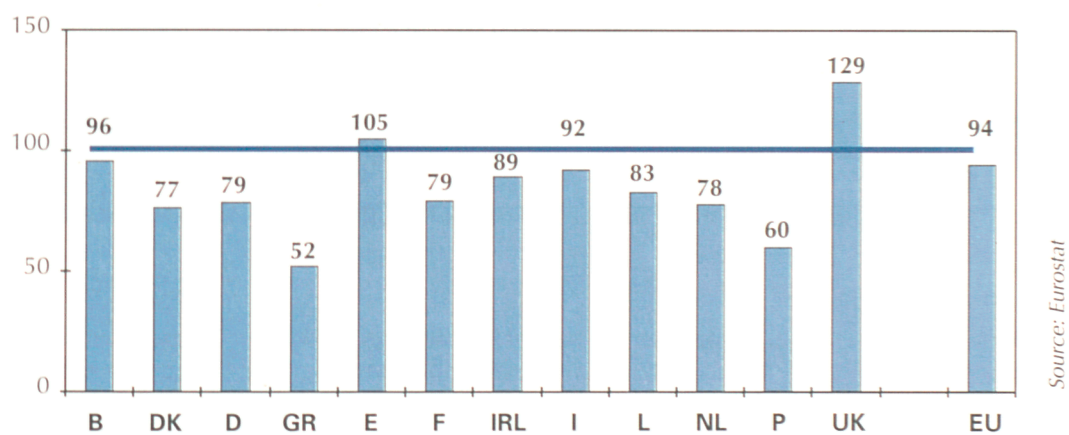
MORE GIRLS THAN BOYS IN GENERAL SECONDARY EDUCATION

The ratio of girls to boys in general and vocational upper secondary education in each Member State is shown in Graphs D3 and D4.

GRAPH D3: NUMBER OF GIRLS (PER 100 BOYS) IN UPPER SECONDARY GENERAL EDUCATION, 1991/92



GRAPH D4: NUMBER OF GIRLS (PER 100 BOYS) IN UPPER SECONDARY VOCATIONAL EDUCATION, 1991/92



In all Member States except the United Kingdom, there are more girls than boys in general education and more boys in vocational education.

In the United Kingdom, there are equal proportions of boys and girls at upper secondary level in general education, but there are more girls than boys in the vocational courses.

In Spain, fewer boys than girls remain at school after the upper age limit for compulsory education; the proportion of girls is higher in both general and vocational education.

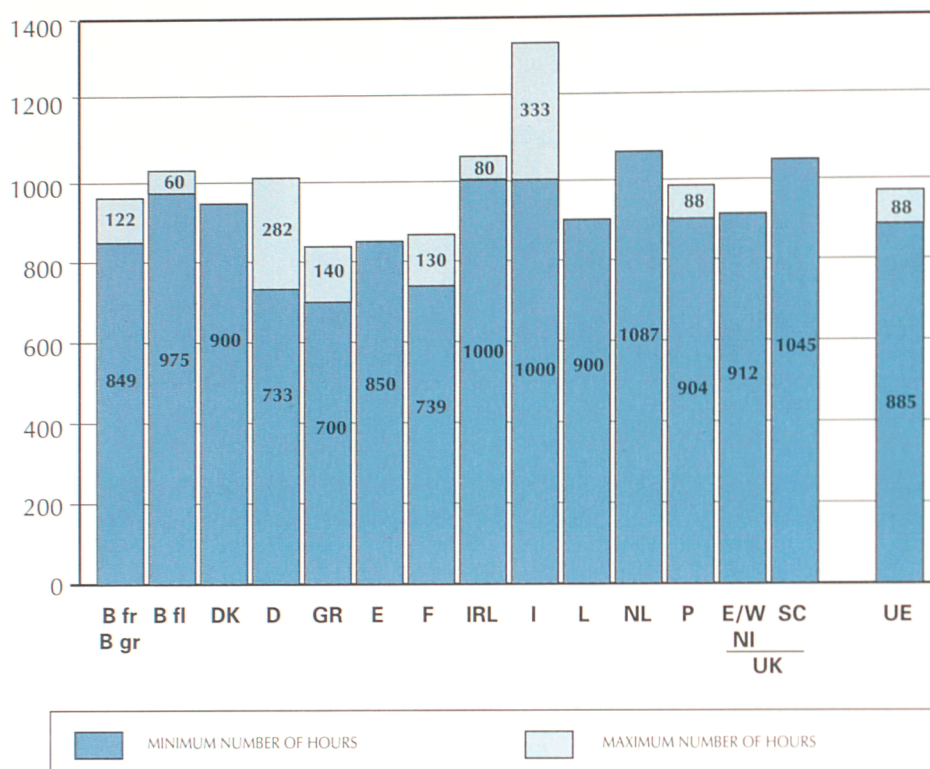
EXPLANATORY NOTE

This calculation is arrived at by dividing the total number of girls by the total number of boys and multiplying the result by 100.

DIFFERENT TIMETABLES IN DIFFERENT MEMBER STATES, DIFFERENT COURSES AND DIFFERENT YEARS

There are wide variations between the Member States of the European Union in the organisation of school time, as illustrated in Graph D5 in relation to the first cycle of secondary education.

GRAPH D5: ANNUAL NUMBER OF CLASS HOURS IN LOWER SECONDARY EDUCATION, 1993/94



In most Member States, there are variations in the annual numbers of class hours, expressed in terms of minima and maxima. In some Member States, variations result from pupils having subject options, as in Belgium and France. In other Member States, such as Germany, the number of lesson periods increases with the years. In Italy and Ireland, two different timetables coexist.

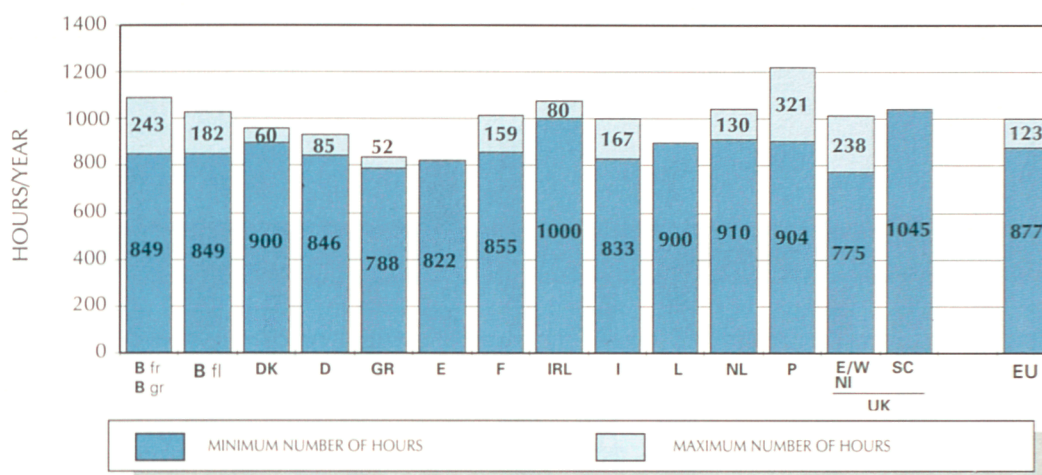
The annual course load is heaviest in Italy, where the minimum timetable exceeds the maximum in eight other Member States. Some pupils spend more than 1 300 hours annually in school. In contrast, Danish, German, Greek and French pupils go to school for a minimum of about 700 hours a year. Thus the difference between their timetables and that of the Italian pupils who spend 1 300 hours in class is of the order of 100%.

EXPLANATORY NOTE

To obtain information enabling a precise comparison to be made of the time pupils spend in school, the annual number of class hours must be calculated for each Member State. This annual course load, illustrated in Graphs D5, D6 and D7, is calculated by multiplying the number of periods per week by the length of a period, to obtain the weekly load. This number is divided by the number of days per week then multiplied by the number of teaching days in the year.

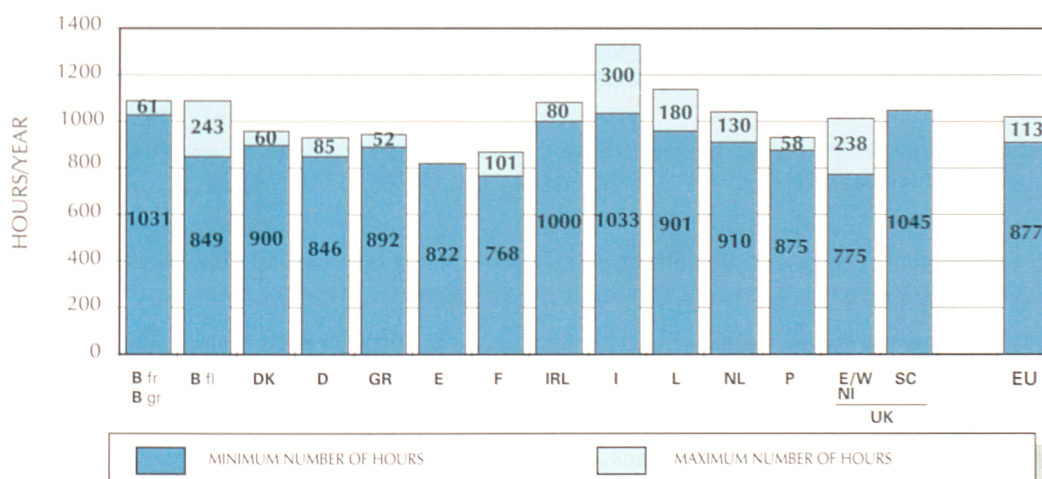
Graphs D6 and D7 show that this phenomenon is even more pronounced at upper secondary level. The number of class hours a year in the second cycle of general education varies in all Member States except Spain, Luxembourg and Scotland. At this level, differences may be explained by the numerous options available to pupils (languages, mathematics, sciences, literature, etc.), which result in varying weekly and annual loads.

GRAPH D6: ANNUAL NUMBER OF CLASS HOURS IN UPPER SECONDARY GENERAL EDUCATION, 1993/94



The differences between Member States appear less marked at this level than in the first cycle. The minimum timetable is found in England, Wales and Northern Ireland (775 hours) and the maximum in Portugal (1225 hours). The maximum difference is thus 450 class hours a year.

GRAPH D7: ANNUAL NUMBER OF CLASS HOURS IN UPPER SECONDARY VOCATIONAL EDUCATION, 1993/94



Much larger differences appear between Member States in vocational than in general education in the second cycle. Variations between Member States may be as high as 100%. In France, the minimum number of class hours is 768 a year, while in Italy the maximum is 1 333 hours.

An explanation may be found in the greater specialisation and the resulting larger numbers of options available in this type of education. Vocational secondary education includes periods of practical training, which may take various forms (including placement in an enterprise or a workbench job within the school). The timetables set by the Member States do not always specify whether this practical training is included or how it is organised.

THE SAME COMPULSORY SUBJECTS, BUT DIFFERENT TIMETABLE LOADS FROM 13 YEARS OF AGE

Insofar as curricula indicate the number of hours allocated to each subject, the amount of time devoted to various subjects can be compared.

Graphs D8 and D9 show the annual number of hours per subject at ages 13 and 16.

GRAPH D8: ANNUAL NUMBER OF CLASS HOURS BY SUBJECT AT AGE 13 IN GENERAL EDUCATION, 1993/94



Ireland and United Kingdom: Curricula and guidelines allow individual schools to determine the time allocated to the various subjects. Timetables in these Member States are therefore indicated as flexible.

At age 13, all pupils in the European Union are taught the same compulsory subjects. However, the amount of time allocated to these subjects varies from one Member State to another.

The time devoted to mother tongue teaching may vary by as much as 100%, from 93 hours a year in Greece to 200 hours a year in Italy.

The minimum amount of time allocated to mathematics is found in Luxembourg and Greece (about 90 hours a year); the maximum is found in Belgium (152 hours a year).

While Italy devotes 233 hours a year to artistic activities, Germany allocates only 26 hours.

As for the sciences, Luxembourg pupils receive 30 hours of teaching a year, while Portuguese pupils have nearly 200.

Teaching of the human sciences also varies widely, from a minimum of 47 hours a year in Greece to a maximum of 167 hours in Italy.

Pupils in the Netherlands spend the most time on foreign languages (155 hours a year).

At age 13, only Belgian, French and Portuguese pupils are able to choose a variable number of optional subjects.

DIFFERENT COMPULSORY SUBJECTS FOR 16-YEAR-OLDS

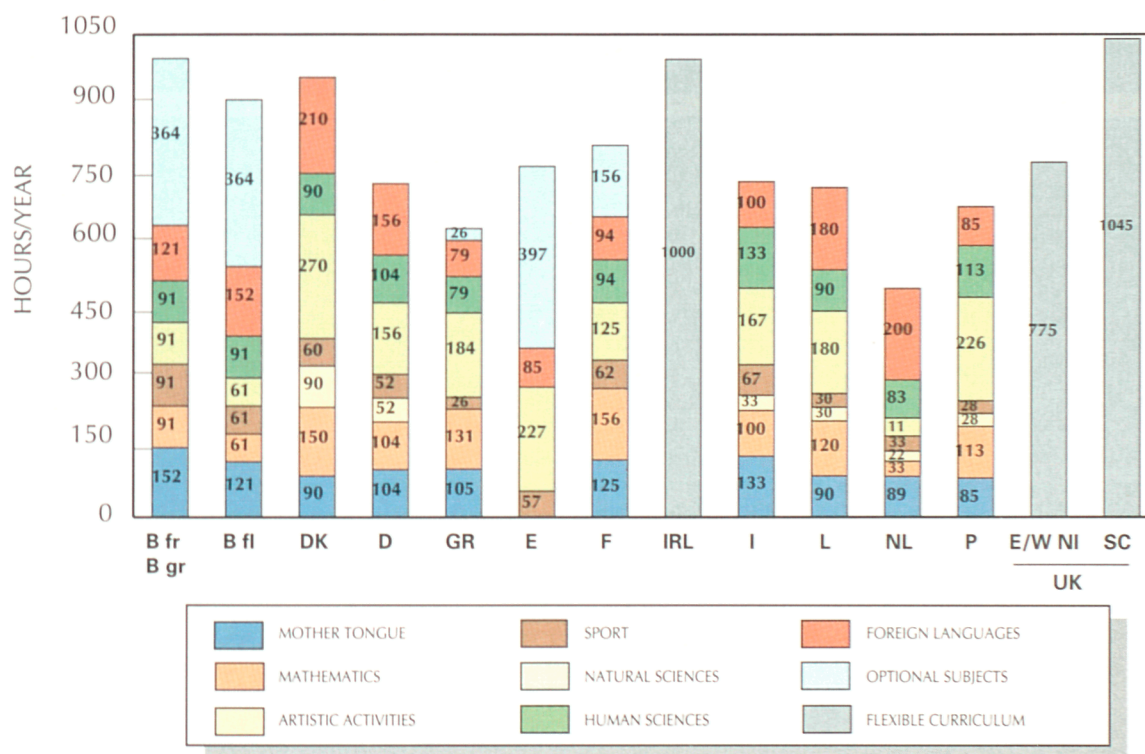
In the case of 16-year-old pupils, it is in the sciences section of general education that the greatest disparities in timetables emerge. At this point in their school career, pupils do not all have the same compulsory subjects. In Spain, for example, mother tongue, mathematics and sciences become optional subjects, whereas they remain compulsory, to varying extents, in the other Member States.

In the six Member States where artistic activities and sport are still included in the curriculum, they are allocated less time than in the first cycle.

In general, somewhat more time is devoted to foreign languages at this age, except in Spain and Portugal.

Optional courses appear in some Member States (Greece and Spain). In those Member States where such courses are already available at age 13, they take on greater importance.

**GRAPH D9: ANNUAL NUMBER OF CLASS HOURS BY SUBJECT AT AGE 16
IN THE SCIENTIFIC SECTION OF GENERAL EDUCATION, 1993/94**



Ireland and United Kingdom: Curricula and guidelines allow each school to determine the time allocated to the various subjects; timetables in these Member States are therefore indicated as flexible.

Netherlands: Curricula provide for options without specifying the number of hours to be allocated to them.

EXPLANATORY NOTE

These graphs are constructed by multiplying the proportion of time to be allocated to different subjects, as indicated in the curricula, by the annual number of class hours.

In the interests of simplicity, some subjects have been grouped together, such as the first, second and third foreign languages. Human sciences include history, geography, economics, philosophy and social sciences. Biology, physics and chemistry are included under natural sciences. Manual, technical training and technology courses, Latin and Greek, and religion and ethics courses are not included. Comparison with Graphs D6, D7 and D8 is therefore not possible.

CERTIFICATION AT THE END OF GENERAL UPPER SECONDARY EDUCATION

Given the individual traditions of each education system in relation to assessment, the conditions for the award of diplomas or certificates at this level of education vary from one Member State to another. There are also differences between Member States as regards the role and importance of these qualifications for purposes of entry to higher education. Assessment procedures and certification at the end of upper secondary education divide along two main lines - whether examinations are set, and whether the teacher has sole responsibility for these. The following table illustrates the variety of situations.

TABLE D3: CERTIFICATION AT THE END OF GENERAL UPPER SECONDARY EDUCATION

| | |
|---|---|
| Certification based on external, standardised (public) examinations or externally supervised examinations | Denmark, Germany, France, Ireland, Italy, Luxembourg, Netherlands, United Kingdom |
| Certification based on internal final examinations | Belgium, Greece |
| Certification with no final examination | Spain, Portugal |

Most Member States have established systems of external assessment at the end of general upper secondary education, but there are four exceptions - Belgium, Greece, Spain and Portugal.

TABLE D4: CERTIFICATES AND EXAMINATIONS AT THE END OF GENERAL UPPER SECONDARY EDUCATION

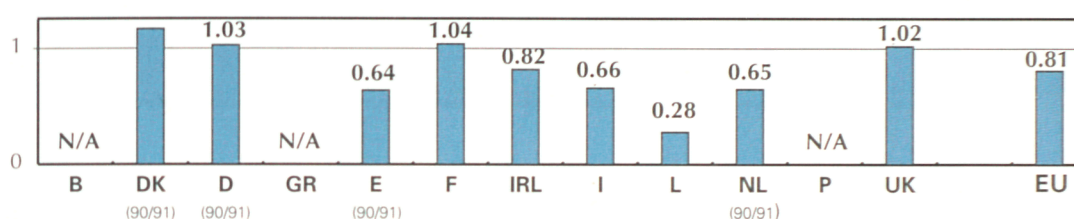
| | NAME OF CERTIFICATE | NAME OF STANDARDISED EXTERNAL (PUBLIC) EXAMINATION |
|---|--|--|
| BELGIUM FRENCH COMMUNITY FLEMISH COMMUNITY | Certificat de l'enseignement secondaire supérieur (CESS) Diploma van secundair onderwijs | ----- ----- |
| DENMARK | Bevis for Studentereksamen Bevis for Højere Forberedelseseksamen | Studentereksamen Højere Forberedelseseksamen |
| GERMANY | Zeugnis der allgemeinen Hochschulreife | Abiturprüfung |
| GREECE | Apolytirio lykeiou or Ptychio lykeiou | ----- |
| SPAIN | Bachillerato | ----- |
| FRANCE | Baccalauréat | Baccalauréat |
| IRELAND | Leaving Certificate | Leaving certificate examination |
| ITALY | Diploma di maturità | Maturità |
| LUXEMBOURG | Diplôme de fin d'études secondaires | Examen de fin d'études secondaires |
| NETHERLANDS | Voorbereidend Wetenschappelijk Onderwijs | Eindexamen |
| PORTUGAL | Certificado de fim de Estudo Secundários | ----- |
| UNITED KINGDOM E/W NI | General Certificate of Education Advanced level (GCE A Level) and Advanced Supplementary (GCE A S) | GCE A Level examination and GCE AS examination |
| UNITED KINGDOM Scotland | Scottish Certificate of Education | Standard Grade and Higher Grade Certificate of sixth year of studies |

Source: Eurydice

NOT EVERYONE OBTAINS AN UPPER SECONDARY SCHOOL LEAVING CERTIFICATE

In all branches of upper secondary education, certificates are awarded annually to pupils who complete this level of education. The number of such certificates awarded in nine of the Member States of the European Union is estimated at about four million. The data currently available do not include information on the ages of those qualifying in a given year, nor whether it is their first or second qualification. The graph below provides an estimate of the upper secondary qualification rates of pupils in one particular school year. It should therefore not be interpreted as an indicator of the ratio of 18-year-olds who obtained a certificate of upper secondary education.

GRAPH D10: RATIO OF UPPER SECONDARY SCHOOL LEAVING CERTIFICATES AWARDED IN A GIVEN YEAR TO 18-YEAR-OLDS IN THE POPULATION IN THE SAME YEAR



Germany: Data in this section relate to the old Länder.

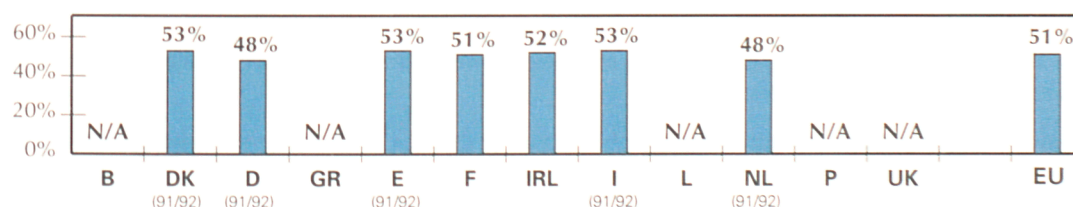
A ratio greater than 1 can be explained by the fact that non-nationals are included, or that some pupils are obtaining a second certificate, or again that the figures include some adults. In the last case, it could be an indication that certain adults, who did not obtain their upper secondary school leaving certificate when they were at school, have returned to education at this level. Notwithstanding that this method of calculating results in an overestimate, it appears that at least 20% of young people in the European Union do not have an upper secondary school leaving certificate, and that there are major disparities between Member States.

EXPLANATORY NOTE

The ratio calculated here is based on the relationship between the numbers of qualifiers, whatever their age in the year in question, and the numbers of 18-year-olds at 1 January of the following year. As the age at which the certificate is obtained varies both within a Member State, depending on the course taken, and between Member States, 18-year-olds have been taken as a theoretical reference group. Not all Member States are able to provide figures on certification in the reference year 1991/92; 1990/91 has been introduced in order to complete the information.

MORE GIRLS THAN BOYS AMONG THOSE QUALIFYING IN UPPER SECONDARY EDUCATION

GRAPH D11: PERCENTAGES OF GIRLS OBTAINING AN UPPER SECONDARY EDUCATION QUALIFICATION



Source: Eurostat

It is abundantly clear that secondary education is not resulting in any discrimination against girls.

On the contrary, more girls than boys obtained an upper secondary school leaving certificate in five Member States of the EU (Denmark, Spain, France, Ireland and Italy).

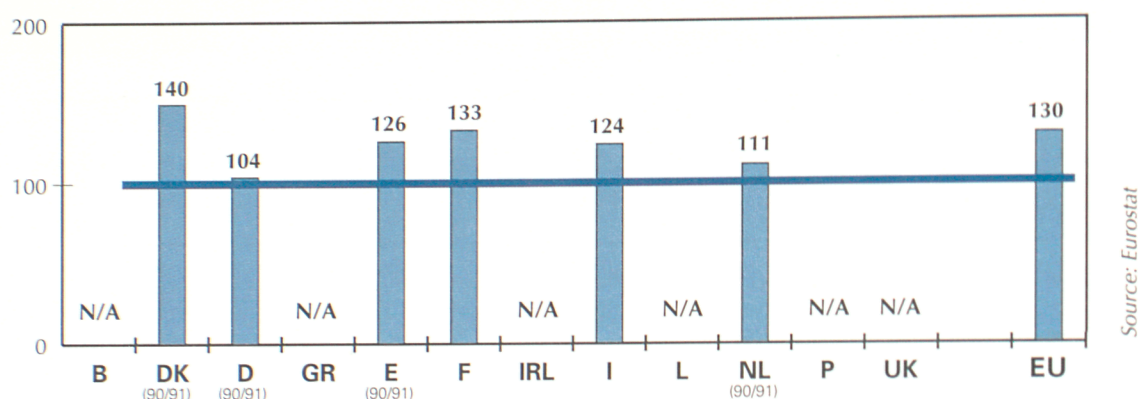
EXPLANATORY NOTE

The breakdown between girls and boys is based on the total numbers obtaining the qualification, and not the total population of 18-year-olds.

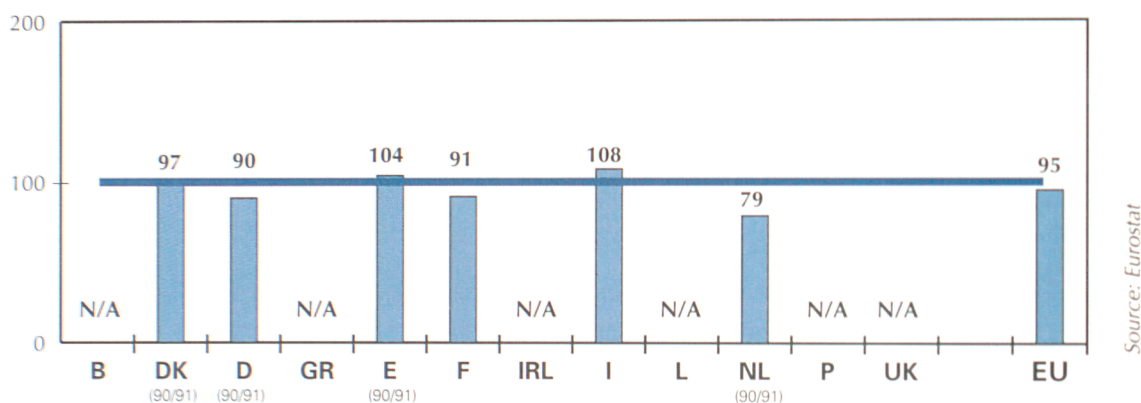
MORE GIRLS OBTAINING GENERAL EDUCATION CERTIFICATES

The ratio of the number of girls to boys who, in each Member State, obtain upper secondary school leaving certificates, are shown respectively in Graph D12 for general education and D13 for vocational education.

**GRAPH D12: NUMBER OF GIRLS (PER 100 BOYS)
OBTAINING GENERAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATES**



**GRAPH D13: NUMBER OF GIRLS (PER 100 BOYS)
OBTAINING VOCATIONAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATES**



Two facts emerge:

In all of the Member States for which data are available, more girls than boys are obtaining general upper secondary school leaving certificates.

In vocational upper secondary education, slightly more girls than boys received leaving certificates in Belgium, Spain and Italy. In Germany, France and the Netherlands, however, more boys than girls obtained vocational qualifications. In Denmark, the proportions of boys and girls receiving such qualifications are nearly equal.

EXPLANATORY NOTE

The calculation involves taking the ratio of girls to boys obtaining these qualifications and multiplying by 100. Not all Member States are able to provide information on the numbers of pupils obtaining leaving certificates in the reference year 1991/92. The reference year 1990/91 is indicated where it has been used to complete the information.

HIGHER EDUCATION

ALMOST 10 MILLION STUDENTS

In the academic year 1991/92, there were some 9 515 000 students in higher education in the European Union. Higher education accounts for, on average, 14% of all pupils and students in education in the Union.

TABLE E1: STUDENTS IN HIGHER EDUCATION, IN THOUSANDS, 1991/92

| B | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
|-------|-------|---------|-------|---------|---------|-------|---------|---|-------|-----|---------|
| 285.9 | 150.2 | 2 033.7 | 199.7 | 1 301.4 | 1 840.3 | 101.1 | 1 532.2 | 1 | 493.6 | 191 | 1 385.1 |

TABLE E2: HIGHER EDUCATION STUDENTS AS A PERCENTAGE OF THE TOTAL POPULATION IN EDUCATION, 1991/92

| B | DK | D | GR | E | F | IRL | I | L (*) | NL | P | UK |
|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|----|-----|
| 14% | 16% | 16% | 11% | 15% | 15% | 12% | 16% | 2% | 14% | 9% | 11% |

Source: Eurostat

(*) estimate

Luxembourg: The very low figures are explained by the fact that the vast majority of this Member State's students study in institutions abroad. Luxembourg is therefore not included in the international comparisons in relation to this level of education.

The relative share of higher education varies according to the Member State from 9% to 16%. These variations reflect in particular different patterns of organisation - for example, differences in duration of periods of study - and the numbers of places available.

EXPLANATORY NOTES

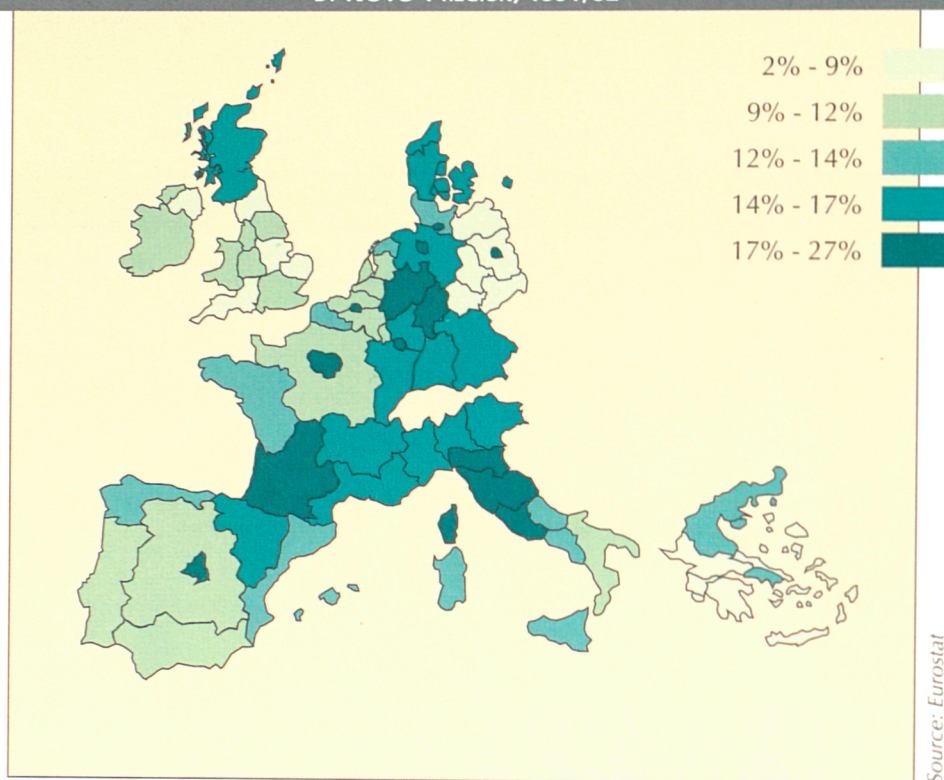
The different types of higher education analysed in this chapter correspond to levels 5, 6 and 7 of the UNESCO International Standard Classification for Education (ISCED). At present, these are treated globally in the statistics available from EUROSTAT, with full-time and part-time, university and non-university higher education being regarded as a whole. The relative share of higher education is calculated as the ratio of students in higher education to all pupils and students. The total figure for all pupils and students is calculated excluding pupils in pre-school establishments.

REGIONAL VARIATIONS IN RELATIVE SHARE OF HIGHER EDUCATION

The various regions do not all contribute equally to the education of young people at the higher education level.

Some regions well endowed with university and other infrastructures draw considerable numbers from both adjacent regions and other countries. The highest percentages of students in higher education are found in Belgium, in the Brussels region; in Germany, in the regions of Berlin, Hamburg and Bremen (and to a lesser extent in the Saarland, Hessen and North Rhine-Westphalia); in Spain, in the Madrid region; in France, in the Ile-de-France and the South-West; and in Italy, in the centre, in Emilia-Romagna and in Lazio.

MAP E1: HIGHER EDUCATION STUDENTS AS A PERCENTAGE OF ALL PUPILS AND STUDENTS, BY NUTS 1 REGION, 1991/92



EXPLANATORY NOTE

The map is constructed in quantiles, with an equal number of regions for each of the five values of the variable.
 The relative share of higher education is calculated as the ratio of students in higher education to all pupils and students.
 The total figure for all pupils and students is calculated excluding pupils in pre-school establishments.

ALMOST 1 400 000 HIGHER EDUCATION DIPLOMAS AWARDED IN 1991

Some 1 315 000 higher education qualifications were awarded in the European Union in 1990/91.

Luxembourg, Portugal and the new *Länder* in Germany are not included in these figures. This total is therefore an underestimate for the European Union as a whole.

TABLE E3: HIGHER EDUCATION GRADUATES IN THOUSANDS, 1990/91

| | B | DK | D | GR | E | F | IRL | I | NL | P | UK |
|--------------|-------|------|--------|-------|-------|-----|------|-------|-------|-----|-------|
| Graduates | 59 | 22.5 | 256.7 | 28.5 | 131.5 | 248 | 22.7 | 106 | 68.9 | N/A | 371.8 |
| 23-year-olds | 144.3 | 75.8 | 1095.9 | 159.1 | 656.5 | 842 | 51.4 | 919.3 | 252.5 | N/A | 910.5 |

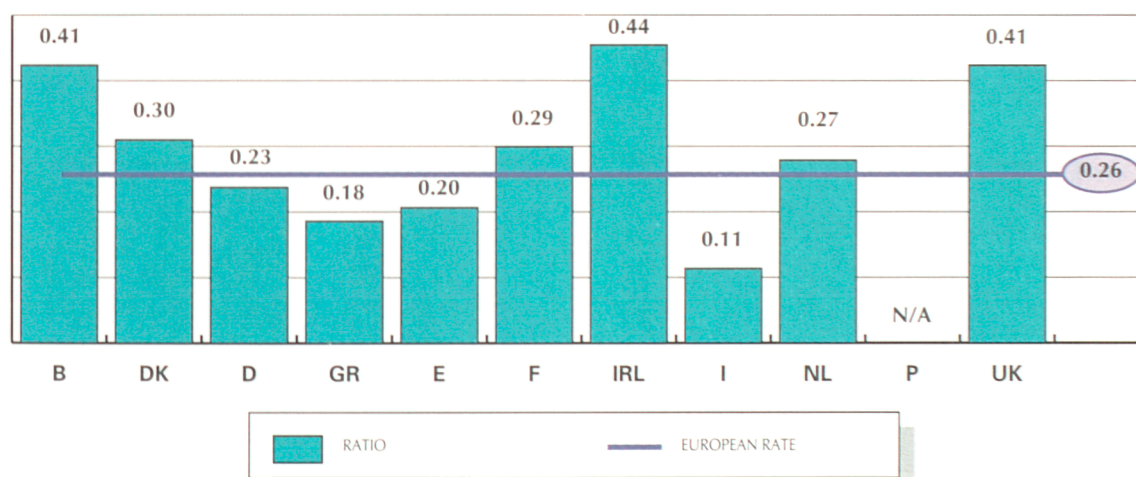
Source: Eurostat

Germany: Old *Länder* only.

France: Not including *licences* and the *DEUG*.

Graph E1 provides an estimate of the ratio of the number of diplomas of all types awarded at the end of the academic year 1990/91, whatever the age of the student, to the number of 23-year-olds at the end of that year. Some diplomas are awarded to students over the theoretical reference age (23 years). In some cases, the diploma included here is not a first higher education qualification. The indicator must not therefore be interpreted as the level of education of 23-year-olds.

GRAPH E1: RATIO OF NUMBER OF DIPLOMAS AWARDED RELATIVE
TO POPULATION OF 23-YEAR-OLDS IN THE YEAR, 1990/91



Germany: Old *Länder* only.

France: Not including *licences* and the *DEUG*.

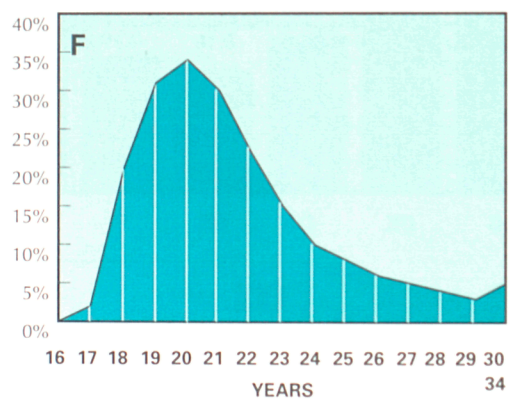
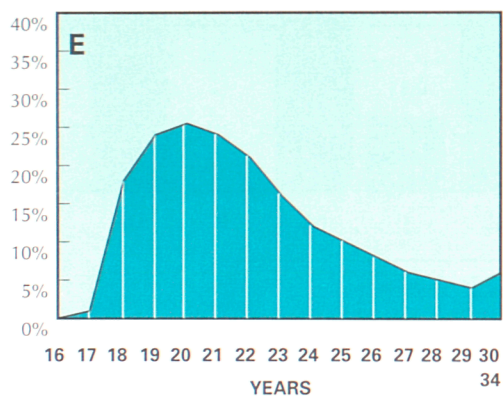
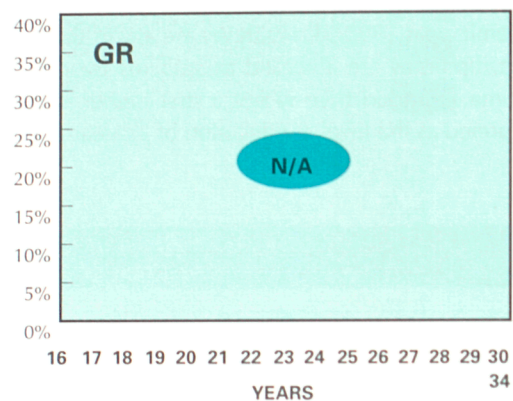
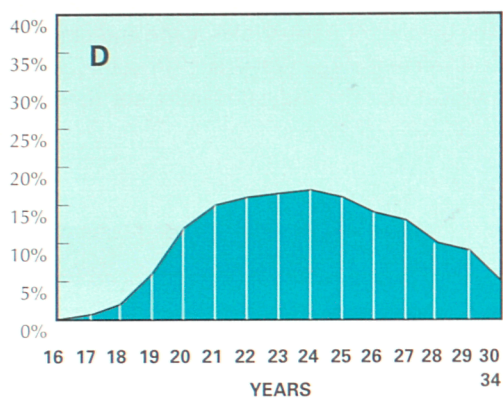
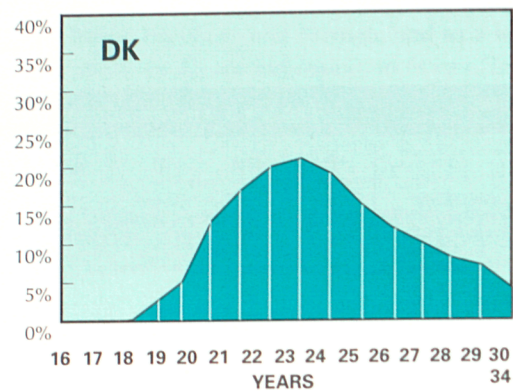
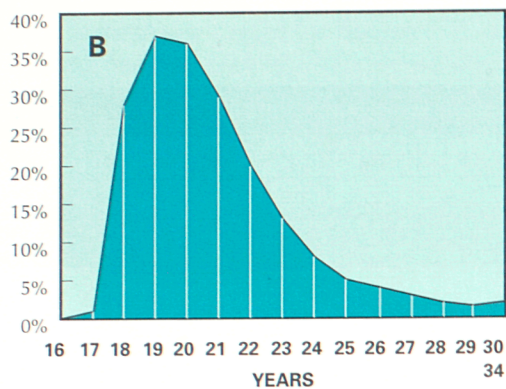
The highest ratios are found in Belgium, Ireland, and the United Kingdom. Comparing the number of diplomas awarded with the theoretical population of 23-year-olds, relatively fewer higher education diplomas are awarded in Italy, Greece and Spain.

EXPLANATORY NOTE

The theoretical ratio is obtained by calculating the relationship between the number of higher education diplomas awarded in a given year (all types of diplomas, and regardless of the age or nationality of those receiving them) and the population of 23-year-olds (theoretical age of graduation) in that year. The European rate is the ratio of all diplomas awarded in the Member States of the European Union (excluding Luxembourg and Portugal) to the total of its 23-year-olds. It is not the mean of the rates in the individual Member States.

HIGHER EDUCATION: A VERY WIDE AGE RANGE

**GRAPH E2: RATES OF PARTICIPATION IN HIGHER EDUCATION
BY AGE AND BY MEMBER STATE, 1991/92**



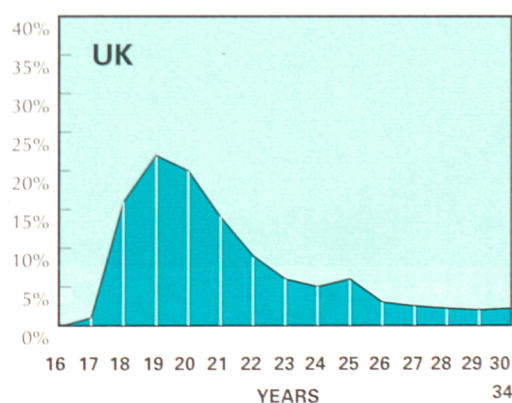
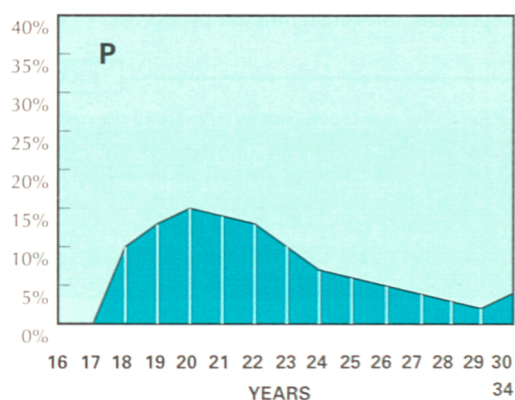
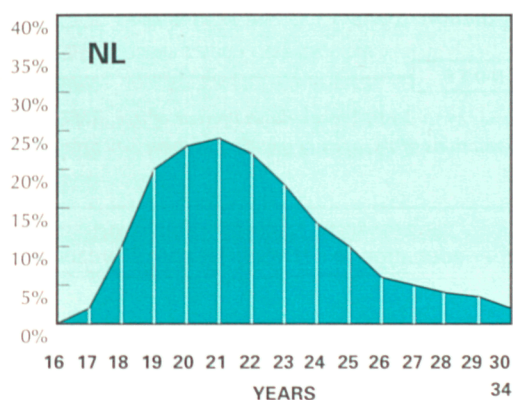
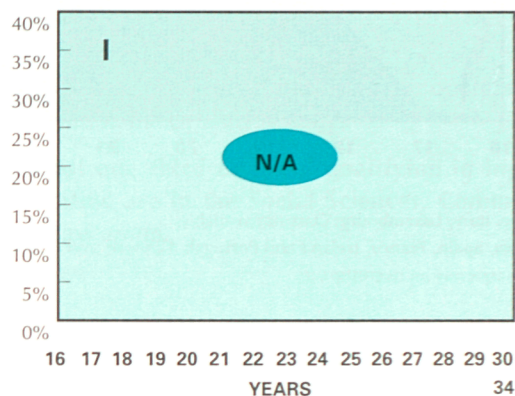
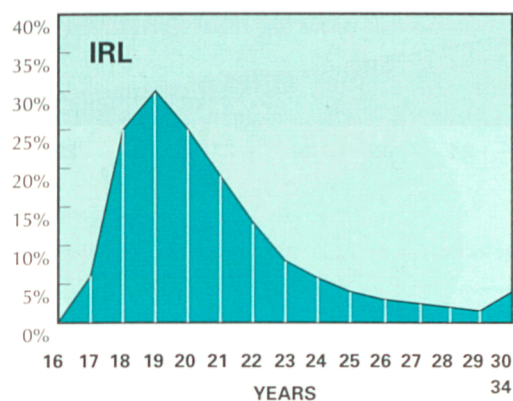
Source: Eurostat

Belgium, Spain, France: All those over 30 years of age are included in the 30-34 years category, for which the frequency is consequently an overestimate.

Germany: Old Länder only.

EXPLANATORY NOTE

The participation rates in higher education by years of age are calculated as the ratio of students enrolled in higher education to the total population of that age.



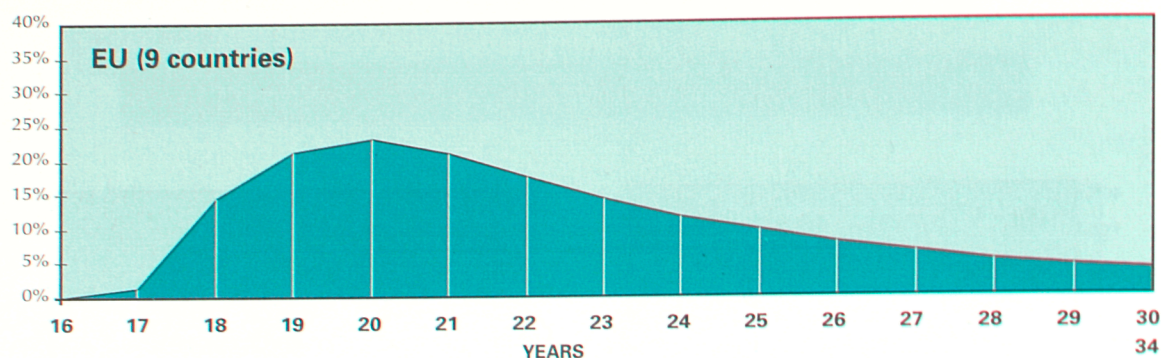
Source: Eurostat

Ireland and Portugal: All those over 30 years of age are included in the 30-34 years category, for which the frequency is consequently an overestimate.

The age range of students in higher education is very wide.

In six Member States, the curve peaks at 18 to 22 years. In Denmark and Germany, the proportion of older students is greater than in the other Member States of the European Union. The percentages of students among the 19 to 20-year-olds, on the other hand, are higher in Belgium, Spain, France, Ireland and the United Kingdom.

GRAPH E3: EUROPEAN PARTICIPATION RATES IN HIGHER EDUCATION BY AGE, ESTIMATED OVER NINE MEMBER STATES, 1991/92



Source: Eurostat

Greece, Italy, Luxembourg: Data not available.

Belgium, Spain, France, Ireland and Portugal: All those over 30 years of age are included in the 30-34 years category, for which the frequency is consequently an overestimate.

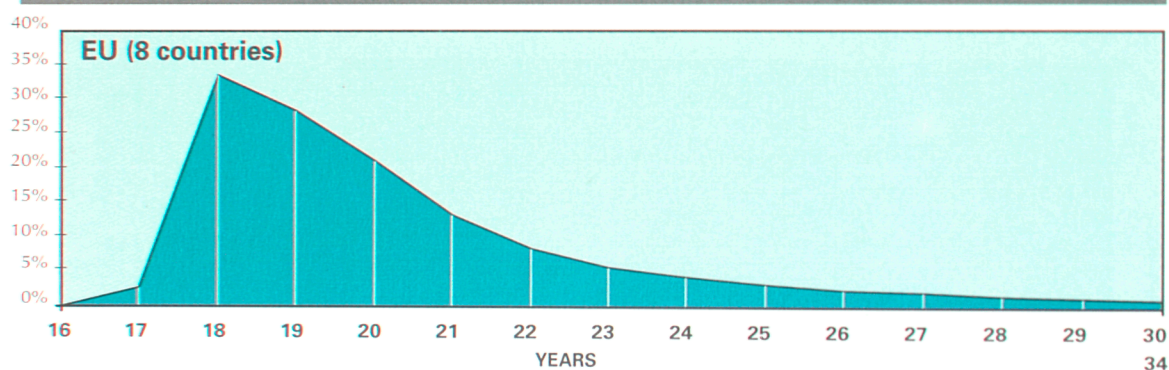
Graph E3, which has been constructed from data for nine Member States, confirms that the majority of European students are between 18 and 23 years of age. Almost 10% of 25-year-olds are students in higher education. The rates then fall for the older age bands. Students over the theoretical age of higher education thus represent a not-insignificant proportion of the student population.

EXPLANATORY NOTE

The European rate is obtained by calculating the ratio of the total number of students, broken down by year of age, in the nine Member States of the EU for which data are available, to the total populations of the ages in question in these countries. It is not the mean of the participation rates in the individual Member States.

Graph E4 shows that, while the majority of students enter higher education at between 18 and 21 years of age, many still start after the age of 23.

GRAPH E4: AGES OF ENTRANTS TO HIGHER EDUCATION IN EUROPE, ESTIMATED OVER EIGHT MEMBER STATES



Source: Eurostat

Belgium: Only full-time students at universities.

Belgium, Denmark, France, Netherlands, United Kingdom: Academic year 1991/92.

Germany: Excluding entrants to part-time courses.

Germany, Greece, Portugal: Academic year 1990/91.

Germany, France, Greece: All those over 30 years of age are included in the 30-34 years category, for which the frequency is consequently an overestimate.

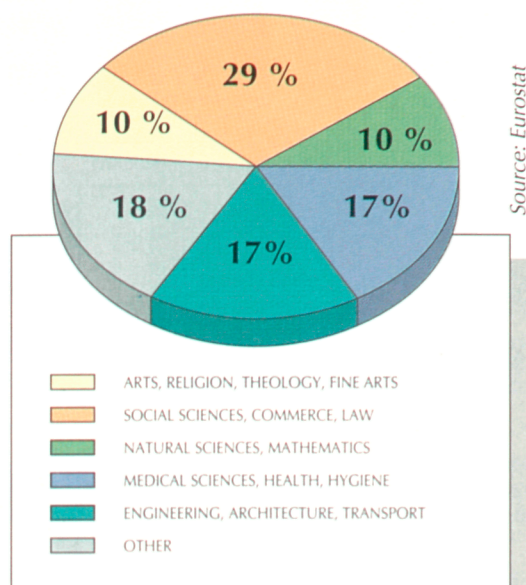
Spain, Ireland, Italy, Luxembourg: No data available.

EXPLANATORY NOTE

In principle, the term "entrant" includes only those enrolling in higher education for the first time. The statistics on the ages of entrants relate to two different academic years, depending on the Member State. This is therefore an estimate. The European rate is based on the ratio of the total numbers of entrants, broken down by year of age, in the eight Member States of the EU for which data are available, to the total populations of the ages in question in those countries.

SOCIAL SCIENCES: THE MOST ATTRACTIVE AREA OF STUDY IN ALL THE MEMBER STATES

GRAPH E5:
HIGHER EDUCATION GRADUATES
BY FIELD OF STUDY
(ESTIMATE FOR 10 MEMBER STATES),
1990/91



Luxembourg and Portugal: Data not available.

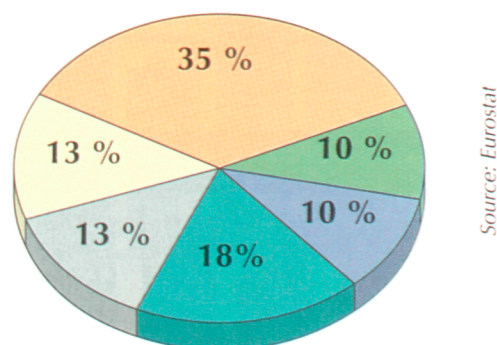
A considerable proportion of students are pursuing studies in the various social sciences subjects. The next commonest group of subjects is that leading to careers in industry, with 18% wanting to become engineers or architects or to work in transport or telecommunications. The medical and natural sciences both attract about 10% of the student population.

Medical and other sciences account for a smaller share of students than of graduates.

Graphs E5 and E6 reveal very similar proportions in the distribution by field of study.

Almost one third of those qualifying in higher education are in the Social Sciences, Commerce and Law group.

GRAPH E6:
HIGHER EDUCATION STUDENTS
BY FIELD OF STUDY
(ESTIMATE FOR 10 MEMBER STATES),
1991/92



Belgium and Portugal: Academic year 1990/91.
France and Luxembourg: Data not available.

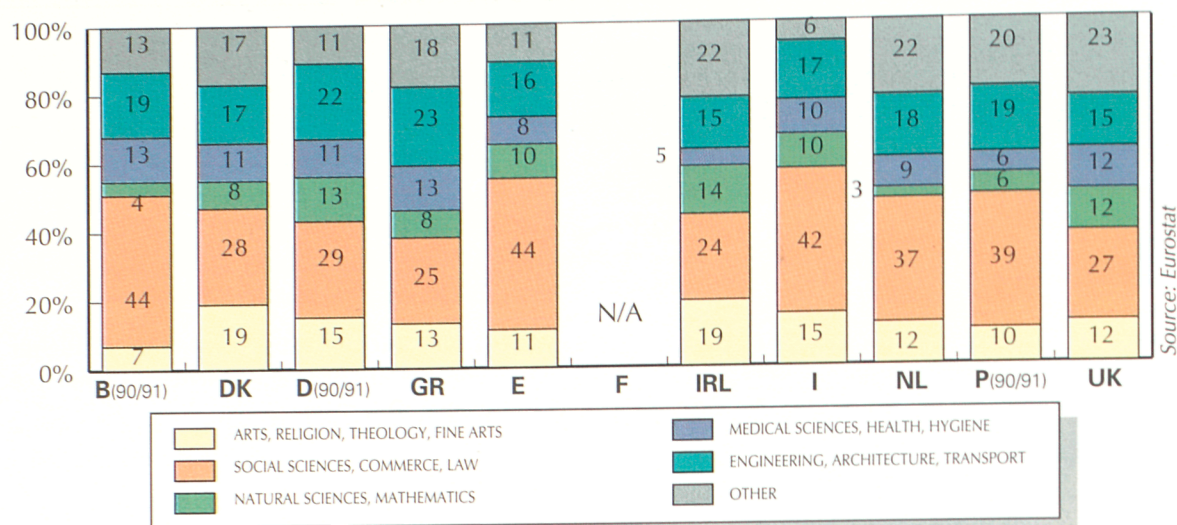
EXPLANATORY NOTE

The fields of study presented here include several branches. Eurostat generally distinguishes between six fields of study:

- Humanities, Religion and Theology
- Social and Behavioural Sciences, Commercial and Business Administration, Law, Mass Communications
- Natural Sciences, Mathematics and Computer Sciences
- Medical Sciences, Health
- Manufacturing Sciences, Engineering, Architecture and Town Planning, Transport and Telecommunications
- Others: Education; Agriculture, Forestry and Fishery; Services sector; others unspecified.

At the present stage, not all countries classify all areas of study in the same way. There are still slight variations and care is required in making international comparisons. The European rates have been calculated on the basis of the total number of students or graduates broken down by field of study for the ten Member States for which data are available.

GRAPH E7: STUDENTS IN HIGHER EDUCATION BY FIELD OF STUDY AND BY MEMBER STATE, 1991/92



Germany: Old Länder only.

Greece: Doctoral students are not included.

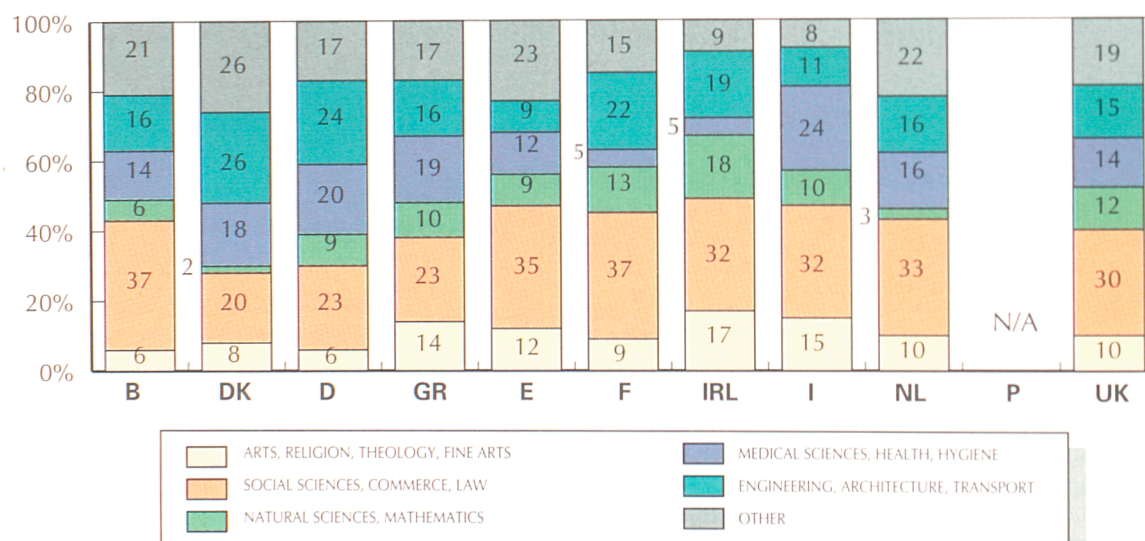
Ireland: Part-time students are included in the "other" category, which mainly covers vocational and technical training.

Netherlands: All doctoral students have been included under "other". Distance learning has not been broken down.

In the majority of Member States, the greatest proportions of students are found in Social Sciences, Commerce and Law. This branch is particularly well developed in Belgium, Italy, the Netherlands, Spain and Portugal.

Engineering, Architecture and Transport are generally in second position, except in two Member States - Denmark and Ireland - in which Arts, Religion and Theology are more developed. The differences are however small. Belgium and the Netherlands have particularly small proportions of students in the Exact Sciences, Mathematics and Computing. Ireland and Portugal have few students in Medical Sciences.

GRAPH E8: HIGHER EDUCATION GRADUATES BY FIELD OF STUDY AND BY MEMBER STATE, 1990/91



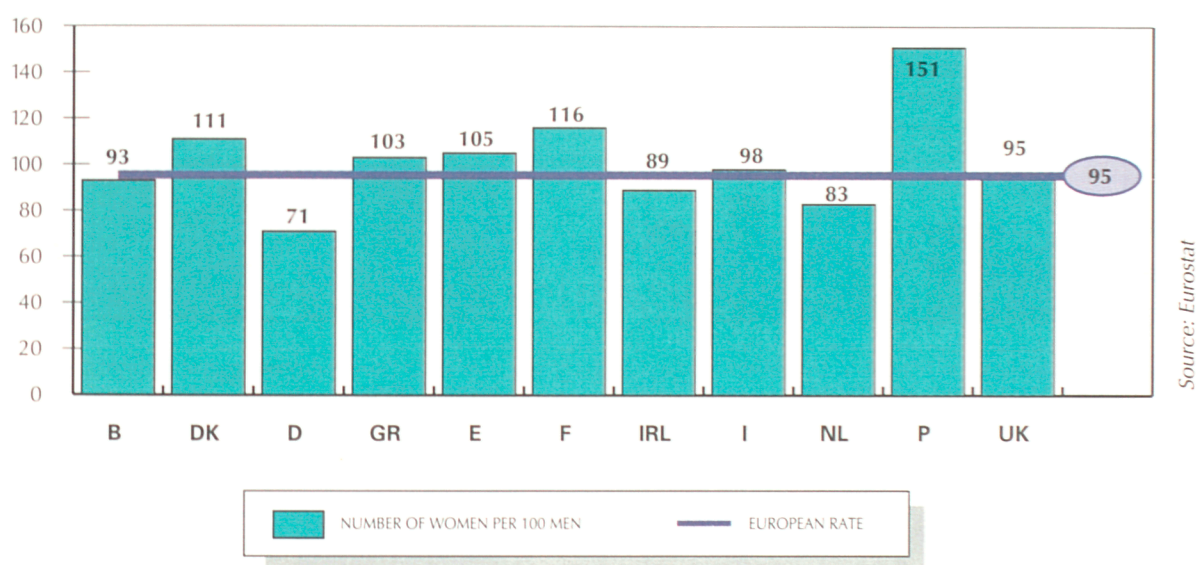
France: Only 88% of graduates could be included in the statistics.

In seven out of ten Member States, analysis of graduates confirms the predominance of the Social Sciences, Commerce and Law group, which produces one third of all graduates.

NEARLY AS MANY WOMEN AS MEN IN HIGHER EDUCATION



**GRAPH E9: NUMBERS OF WOMEN IN HIGHER EDUCATION PER 100 MEN,
BY MEMBER STATE, 1991/92**



In Europe as a whole, levels of enrolment of women and men in higher education are almost equal, with 95 women for 100 men in higher education establishments in the European Union.

This average, however, conceals disparities between Member States. Belgium, Ireland, the Netherlands, the United Kingdom, and more especially Germany, have more men than women in higher education. In contrast, in Denmark, France, and above all Portugal, there are more women than men at this level.

EXPLANATORY NOTE

The European rate of women per 100 men is calculated on the basis of the total numbers of students, broken down according to sex, in the 11 Member States for which data are available (excluding Luxembourg).

WOMEN PREFER ARTS AND MEDICAL SCIENCES

Some subject areas are clearly more dominated by women than others. Throughout the European Union, women choose more often than men arts, religion and fine arts, medical sciences, health and hygiene, and non-classified disciplines, including in particular teacher training.

In some Member States, the women's rate exceeds the European average. This is the case for arts, religion and fine arts in Greece and Portugal, and of medical sciences, health and hygiene in Denmark and the United Kingdom.



Source: Eurostat

Belgium and Portugal: Academic year 1990/91.

Germany: Old Länder only.

Greece: Doctoral students are not included.

Ireland: Part-time students are included in the "other" category, which mainly covers vocational and technical training.

Netherlands: All doctoral students have been included under "other". Distance learning has not been broken down.

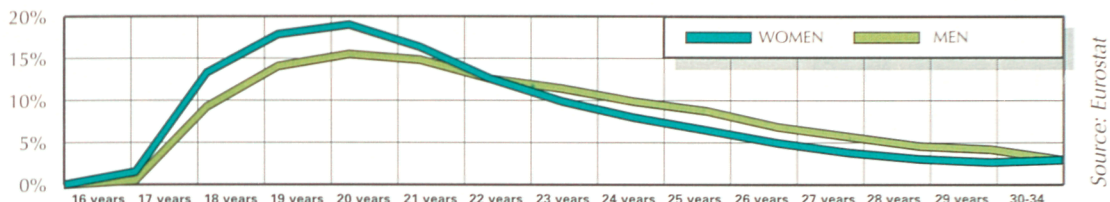
EXPLANATORY NOTE

The European rate for women by area of study is calculated on the basis of the total number of students, broken down by area of study and by sex, in the ten Member States for which data are available.

FEMALE STUDENTS YOUNGER THAN MALE STUDENTS

On average, among the younger students, women are more numerous than men. This ratio is reversed after age 22.

GRAPH E11: ESTIMATED RATES OF PARTICIPATION IN HIGHER EDUCATION, BY AGE AND BY SEX, IN NINE MEMBER STATES, 1991/92



Greece, Italy, Luxembourg: Data not available.

Spain, France, Ireland and Portugal: All those over 30 years of age are included in the 30-34 years category, for which the frequency is consequently an overestimate.

It is possible that women choose shorter courses than men, but this hypothesis cannot be tested from the higher education statistics available at present.

Women tend to enter higher education younger than men. This earlier entry could be the result of more girls opting for shorter courses of general secondary education, of a less disrupted school career (less repeating of years), or of the effect of compulsory national service on boys' education.

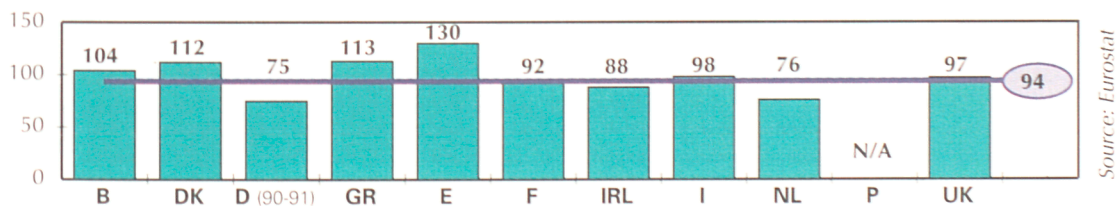
EXPLANATORY NOTE

The European higher education rate by age and by sex is calculated as the ratio of the total numbers of students, broken down by age and by sex, in the nine Member States for which data are available, to the total age cohorts in question in these Member States.

NEARLY AS MANY WOMEN GRADUATES OF HIGHER EDUCATION AS MEN

In four Member States, more women than men are graduating from higher education. The opposite is the case in the other Member States. Germany and the Netherlands have the smallest proportions of women among higher education graduates.

GRAPH E12: NUMBER OF WOMEN PER 100 MEN HIGHER EDUCATION GRADUATES, BY MEMBER STATE, 1990/91



Germany: Only the old Länder.

France: Excluding licences and the DEUG.

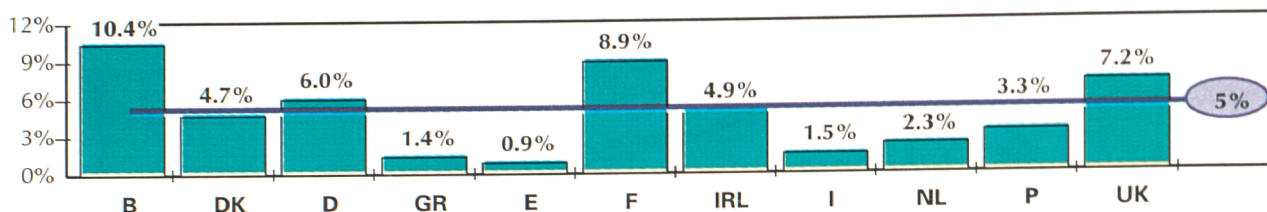
Luxembourg and Portugal: Data not available.

EXPLANATORY NOTE

The European rate of women per 100 men is calculated on the basis of the total numbers of graduates, broken down by sex, in the 10 EU Member States for which data are available.

5% OF HIGHER EDUCATION STUDENTS ARE NON-NATIONALS

**GRAPH E13: PROPORTIONS OF FOREIGN STUDENTS IN HIGHER EDUCATION,
BY MEMBER STATE, 1991/92**



Source: Eurostat

Greece: University students who are not first-time entrants are not included. The figures are therefore underestimated.

Ireland: Excluding part-time.

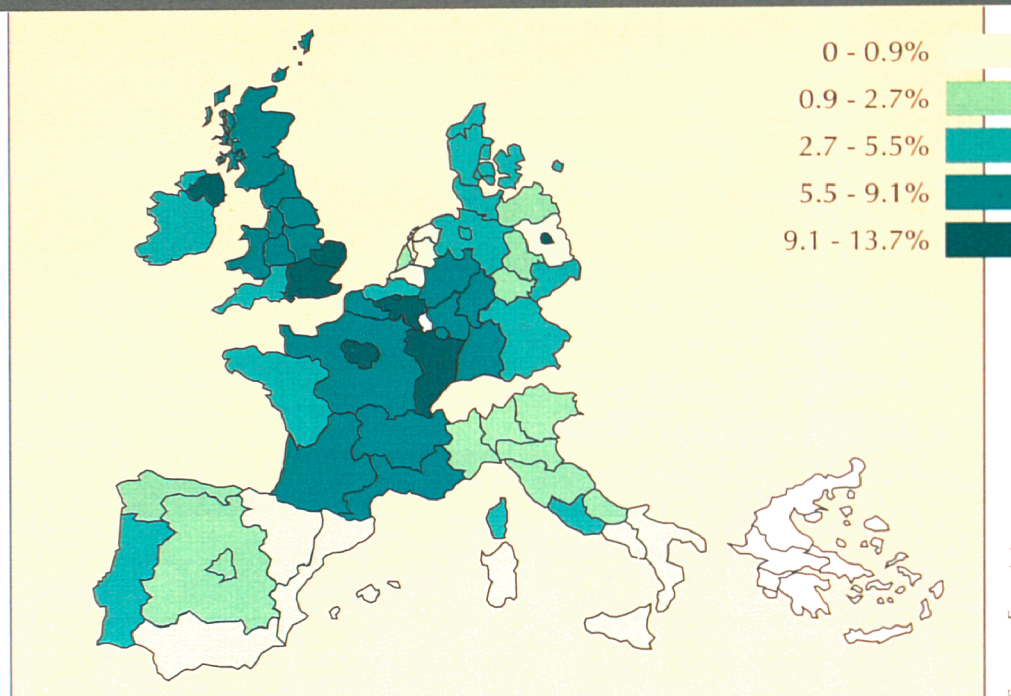
Ireland and the United Kingdom: Definition of home/foreign is based on permanent resident status, while in the other Member States, it is determined by the nationality according to the student's passport.

The 474 000 foreign students represent 5% of the total number of higher education students in the European Union. They are especially well represented in Belgium, France and the United Kingdom. Of every 100 non-national students, 38 are women.

EXPLANATORY NOTE

The European rate of foreign students is calculated as the ratio of foreign students to all students.

MAP E2: PERCENTAGE OF FOREIGN STUDENTS IN HIGHER EDUCATION, BY NUTS 1 REGION, 1991/92



Source: Eurostat

Greece: No breakdown available by NUTS 1 region.

The attraction of European capital cities for foreign students is clear from this map. The higher education centres in the Saarland, Hessen and Baden-Württemberg in Germany; in eastern France; and in the south east of England, and in Northern Ireland attract proportionately more non-national students.

EXPLANATORY NOTE

The map is constructed on the basis of an arithmetical progression.

TEACHERS AND SCHOOLS

MORE THAN FOUR MILLION TEACHERS IN THE EUROPEAN UNION

Tables F1 and F2 illustrate the hybrid nature of the information on teachers; in some cases, it relates to all teachers on the payroll, whether or not they are teaching, while in others it relates only to teachers actually in post, excluding those on extended leave of absence, non-teaching heads and teachers on secondment.

TABLE F1: BREAKDOWN OF TEACHERS ON THE PAYROLL, FULL-TIME AND PART-TIME, IN THOUSANDS, 1991/92

| | | B | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
|----------------------|-----------|------|------|---|------|---|---|-----|-------|---|------|---|-------|
| NURSERY + PRIMARY | FULL-TIME | 57.3 | 27.2 | | 47.4 | | | | 399.5 | | 49.8 | | 228.9 |
| | PART-TIME | 15.3 | 10 | | 0 | | | | 0 | | 35.5 | | 34.3 |
| SECONDARY | FULL-TIME | 71 | 39.4 | | 58.1 | | | | 590.7 | | 47.6 | | 313.9 |
| | PART-TIME | 39.6 | 14.5 | | 0 | | | | 0 | | 40.6 | | 77.9 |

Source: see annex

TABLE F2: BREAKDOWN OF TEACHERS IN POST, FULL-TIME AND PART-TIME, IN THOUSANDS, 1991/92

| | | B | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
|----------------------|-----------|------|------|-------|----|-------|-------|------|---|-----|----|---|----|
| NURSERY + PRIMARY | FULL-TIME | 51 | 27.2 | 226.2 | | 169.7 | 292.4 | 20.2 | | 2.2 | | | |
| | PART-TIME | 13.6 | 10 | 126.5 | | 0 | 17.4 | 0.2 | | 0.4 | | | |
| SECONDARY | FULL-TIME | 63.1 | 39.4 | 351.5 | | 268.5 | 349.6 | 19.6 | | 2.7 | | | |
| | PART-TIME | 35.2 | 14.5 | 175.5 | | 26 | 67 | 1.7 | | 0.5 | | | |

Denmark: The number of teachers on the payroll is very close to the number of teachers in post. Teachers in special education are included.

Germany: Figures are for the 1992/93 school year. Trainers in firms under the "dual system" are not included in the figures for vocational upper secondary education.

Germany and Ireland: Both teaching and non-teaching heads are included in the figures.

France: Figures include teachers in posts subject to the Ministries of Agriculture and Health.

In all the Member States concerned and at all levels of education, there are more full-time teachers than part-time.

In most cases, over 70% of teachers are under full-time contracts. In certain Member States (Spain, France and Ireland), this rate exceeds 85%. In Greece and Italy, all teachers are full-time.

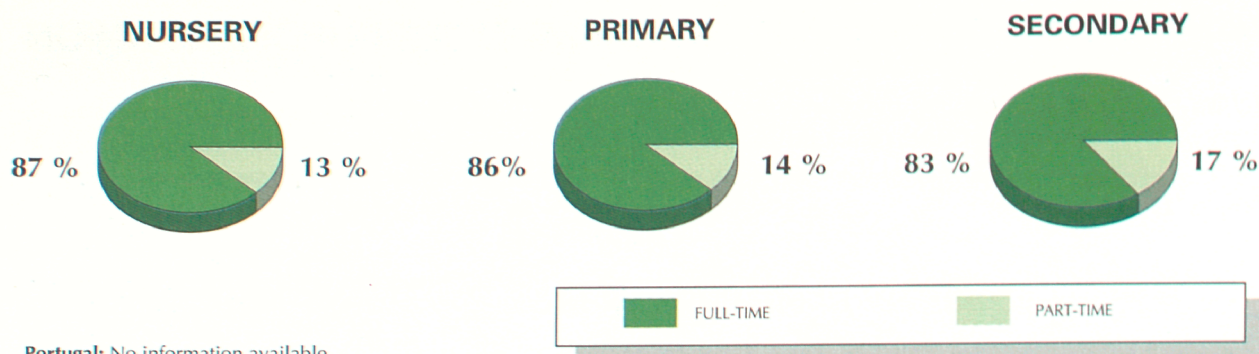
Certain Member States have a smaller proportion of full-time teachers (Belgium, at secondary level, and Germany, at primary level). In the Netherlands, about half of all teachers are part-timers.

EXPLANATORY NOTE

In order to arrive at the best estimate of the numbers of teachers actually working in the classroom, the statistics which follow include only teachers in post, wherever possible. Nevertheless, for the four Member States for which this information is not available (Greece, Italy, the Netherlands and the United Kingdom), figures for teachers on the payroll have been used. Care is therefore needed in making comparisons.

Teachers in special education have been excluded.

GRAPH F1: PERCENTAGE OF FULL-TIME AND PART-TIME TEACHERS AT THE NURSERY, PRIMARY AND SECONDARY LEVELS, IN ALL THE MEMBER STATES OF THE EUROPEAN UNION, 1991/92



Portugal: No information available.

Source: see annex

In the European Union, the proportions of full-time and part-time teachers are about equal at all levels of education, with part-timers accounting for over 10% of all teachers. The proportion is highest at the secondary level, where it reaches 17%.

MORE TEACHERS AT THE HIGHER LEVELS

Table F3 shows the distribution of teachers by level in each Member State.

| TABLE F3: TOTAL NUMBERS AND PERCENTAGES OF TEACHERS IN EACH LEVEL OF EDUCATION IN THE MEMBER STATES, 1991/92 | | | | | | | | | | | | |
|--|-------|------|-------|-------|-------|-------|------|-------|------|-------|---|-------|
| | B | DK | D | GR | E | F | IRL | I | L | NL | P | UK |
| TOTAL NUMBER OF TEACHERS (000s) | 162.9 | 91.1 | 879.8 | 105.5 | 463.2 | 726.4 | 41.7 | 990.2 | 5.8 | 173.6 | | 655.1 |
| IN NURSERY SCHOOLS (%) | | 14.6 | 15.6 | 7.8 | 9.4 | 14 | 11 | 11.8 | 11 | | | 4.9 |
| IN PRIMARY SCHOOLS (%) | 39.6 | 32.6 | 24.5 | 37.1 | 27.1 | 28.6 | 37.8 | 28.5 | 33.3 | 49.1 | | 35.3 |
| IN SECONDARY SCHOOLS (%) | 60.4 | 52.8 | 59.9 | 55.1 | 63.5 | 57.4 | 51.2 | 59.7 | 55.7 | 50.9 | | 59.8 |

Belgium and the Netherlands: Nursery school teachers are included in the primary figures.

Source: see annex

In all Member States, the higher the level of education, the more teachers there are. This trend is particularly evident in Spain, where the proportion of teachers in nursery education is amongst the smallest, after the United Kingdom, and that of teachers in secondary education the greatest. The total numbers of teachers in Greece, Italy, the Netherlands and the United Kingdom are overestimated compared to those in the other Member States, as they include teachers on extended leave of absence, on secondment etc.

EXPLANATORY NOTE

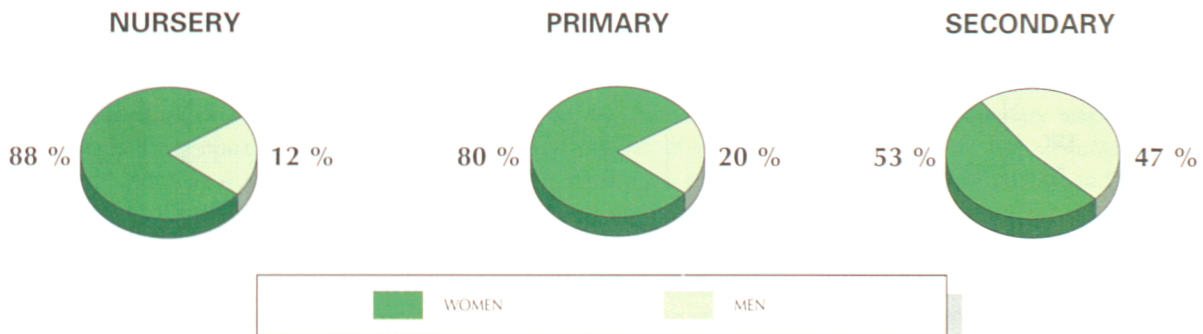
These percentages have been calculated on the basis of the total numbers of persons teaching (all teachers, both full-time and part-time), at all levels.



TEACHING: A MAINLY FEMALE PROFESSION

The following graph shows the proportions of women and men amongst teachers in the European Union at nursery, primary and secondary level.

GRAPH F2: BREAKDOWN OF EUROPEAN TEACHERS BY SEX AND BY LEVEL OF EDUCATION, 1991/92



Source: see annex

Belgium and the Netherlands: No M/F breakdown is available for nursery and primary education separately. The percentage of women in these two levels combined has been attributed to each level separately. The numbers of women have been estimated on the basis of this percentage and the total numbers of teachers at each level.

Portugal: No data available.

Whatever the level of education under consideration, women teachers are more numerous than men.

This is seen particularly clearly in nursery education, where 88% of teachers in the European Union are women. This percentage becomes progressively less, the higher the level of education, until at secondary level the breakdown of teachers by sex is more even, with 53% of women and 47% of men.

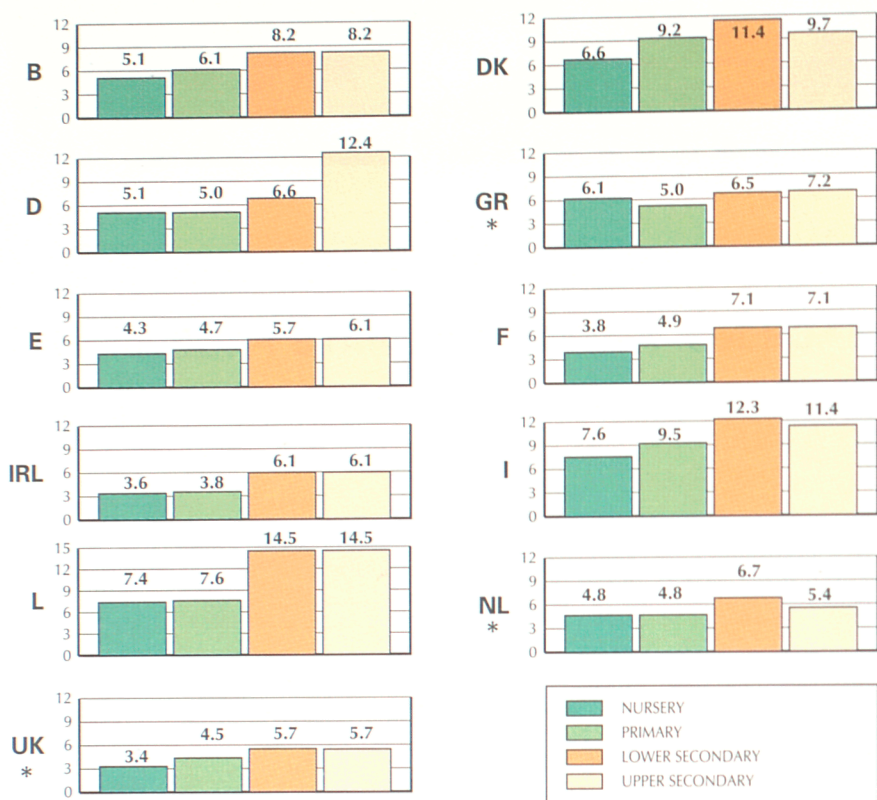
EXPLANATORY NOTE

Special education is not included in these statistics.

STAFFING RATIOS FAVOUR SENIOR PUPILS

The following graphs indicate the numbers of teachers per 100 pupils at the various levels of education. These ratios must not be confused with class sizes.

GRAPH F3: NUMBERS OF TEACHERS PER 100 PUPILS, 1991/92



Source: see annex

Belgium and Luxembourg: The total number of teachers is the sum of full-time and part-time teachers, unweighted.

Belgium and Netherlands: Only full-time pupils are included.

Germany: The only information available is for 1992/93. The pre-school full-time equivalent represents the total of full-timers and part-timers (unweighted) at this level. Trainers and pupils in firms in the "dual system" are not included in the figures for vocational upper secondary education.

Portugal: No data available.

In most Member States, there is a steady increase in staffing ratios - the higher the level of education, the more teachers there are.

Greece is an exception, with a higher ratio of staff at nursery level than at primary. In the Netherlands, the pupil/teacher ratio is higher in upper secondary than in lower secondary. Denmark, Italy and Luxembourg demonstrate very favourable pupil/teacher ratios.

EXPLANATORY NOTE

As far as possible, the number of teachers corresponds to the full-time equivalent of teachers in post, as calculated in each Member State. In certain Member States, indicated by an asterisk in the graph, these figures include all teachers on the payroll, and not only those in post. In these cases, the numbers are overestimated in comparison with those for the other Member States.

From the data available, it is not possible to produce a breakdown by all levels of education for every Member State. An estimate has therefore been made of the average number of teachers per 100 pupils by applying to each individual level the value calculated for the combined levels in the Member State. This is the case in Belgium, France, Ireland, Luxembourg and the United Kingdom in relation to the secondary level; and in the Netherlands at nursery and primary level.

Special education is not included in these statistics.

CONSIDERABLE VARIETY IN INITIAL TEACHER TRAINING

The training of teachers working in nursery, primary or secondary schools is provided in universities, in non-university higher education institutions, or in upper secondary level institutions.

In Greece, Spain, France, Ireland and the United Kingdom, initial teacher training for all levels of education is provided in universities. The reform which is gradually being introduced in Italy will lead to identical conditions of training. For the later stages of education, university training is the general rule in the Member States, only the Netherlands diverging, with non-university training for upper secondary teachers.

In the Member States of the European Union, the professional and practical training courses for teachers are provided either at the same time as their general (degree) course (the **concurrent model**) or following the general course, for instance at post-graduate level (the **consecutive model**).

Concurrent training is generally at higher education level, either university or non-university. The entrance requirement for admission to teacher training following this model is the upper secondary school leaving certificate, and also in some cases a certificate of aptitude for higher education. Where training is at upper secondary level, the entrance requirement is the lower secondary school leaving certificate. Under the **consecutive** model, students who have already obtained a first degree train for the teaching profession by taking a post-graduate university or non-university course.

The **concurrent** model is more common in training for nursery and primary teaching. For lower secondary teaching, it is followed only in Belgium, Denmark and the Netherlands in non-university training. Conversely, the **consecutive** model is more typical of initial training for secondary teaching. Thus the proportion of professional and practical training in initial training courses diminishes, the higher the level for which the intending teacher is training.

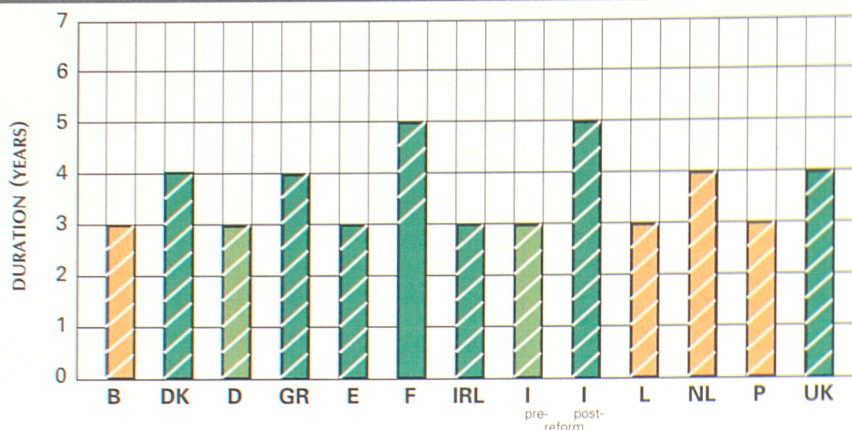
In the majority of Member States, the initial training of nursery teachers is equivalent to that of primary teachers, except in Denmark, Germany and Italy pre-reform, where the training of primary teachers is longer and/or at a higher level than that of their pre-school counterparts.

In some cases, professional experience is required. In Germany, future primary and secondary teachers have the status of temporary civil servants during their periods of teaching practice and they are remunerated. In France, final year students of the *Instituts universitaires de formation des maîtres* are classed as paid probationary teachers. In Denmark, professional training for upper secondary teachers is only available to serving teachers.

EXPLANATORY NOTE

The graphs show the minimum time required for the form of training most commonly undertaken. For secondary teaching, only training for general education is presented.

GRAPH F4: INITIAL TRAINING OF NURSERY TEACHERS



Germany: The graph refers to the “educators” (*Erzieher*), who have neither the training nor the status of teachers. Prior to entering training, students have two years of other vocational training or experience.

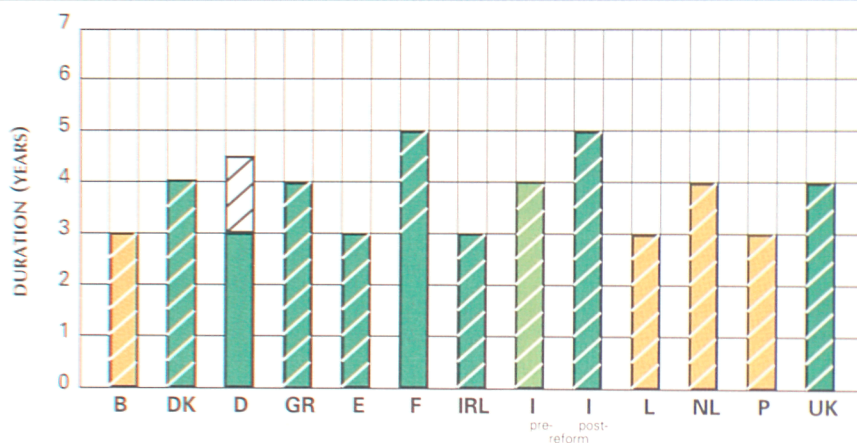
France: Entry to training, then to becoming a nursery or primary teacher, should be possible for holders of the *DEUG*, *BTS*, *DUT* etc., but a full degree (*licence*) is still essential for admission to the open entrance competitions and appointment to established staff posts as primary teachers.

Ireland: No distinction is made between nursery education and primary education, children of 4 to 6 years being integrated in the primary schools, in “Infant Classes”. The graph therefore presents the training of primary teachers.

Netherlands: Children aged 4 to 6 years are integrated in primary schools. The graph presents the training of primary teachers.

United Kingdom: Teacher training is the same as that for primary schools. There are models of training other than the most common one, in particular on a part-time basis.

GRAPH F5: INITIAL TRAINING OF PRIMARY TEACHERS



UNIVERSITY EDUCATION

NON-UNIVERSITY HIGHER EDUCATION

UPPER SECONDARY EDUCATION

PROFESSIONAL TRAINING AND PRACTICE

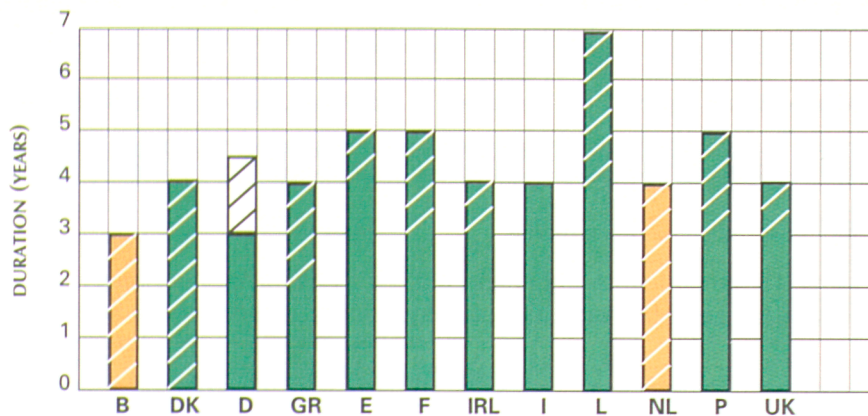
Germany: A minimum of 6 to 8 semesters (3 to 4 years) of university or non-university higher education is required, depending on the *Land*.

France: Entry to training, then to becoming a primary or secondary teacher, should be possible for holders of the *DEUG*, *BTS*, *DUT* etc., but a full degree (*licence*) is still essential for admission to the open entrance competitions and appointment to established staff posts as primary teachers.

Portugal: Training takes three years for the first cycle of *Ensino Basico* (pupils ages 6 to 10 years) and four or five years for the second cycle (pupils ages 10 to 12 years).

United Kingdom: There are models of training other than the most common one, in particular on a part-time basis.

**GRAPH F6: INITIAL TRAINING OF TEACHERS
FOR LOWER SECONDARY SCHOOLS (GENERAL EDUCATION)**



Germany: University or non-university higher education training of 6 to 9 semesters (3 to four-and-a-half years), depending on the *Land*.

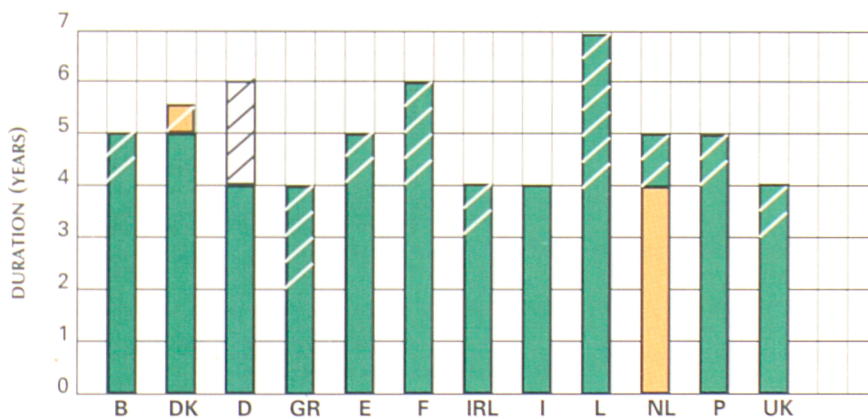
France: Teachers holding the certificate of aptitude for teaching in upper and lower secondary education (*Certificat d'aptitude au professorat de l'enseignement secondaire, CAPES*) may teach in the lower and upper secondary schools (*collèges and lycées*, respectively).

Italy: The student studies for the examination under the supervision of a tutor for 150 hours.

Netherlands: Candidates obtaining grade 2 may teach general subjects only in lower secondary and vocational upper secondary schools.

United Kingdom: There are two models (see primary education). The consecutive model is the more common. There are also various types of part-time training.

**GRAPH F7: INITIAL TRAINING OF TEACHERS
FOR UPPER SECONDARY SCHOOLS (GENERAL EDUCATION)**



Germany: At least 8 to 10 semesters (4 to 5 years) at university.

Belgium: Post-graduate teacher training may be undertaken either parallel to the university course (along with the *licence*, in one year or two years, as the student chooses) or following the university course, in one year, or two years part-time.

France: Two kinds of teacher may teach at this level - certificated teachers with the *CAPES* (see lower secondary, above) and teachers who have passed the *agrégation*; this graph represents the training of the latter.

Italy: The student studies for the examination under the supervision of a tutor for 150 hours.

United Kingdom: There are two models (see primary education). The consecutive model is the more common. There are also various types of part-time training.

STATE SCHOOLS PREDOMINATE

Schools may be divided into three categories:

- **state schools**, provided and financed directly by public authorities;
- **private grant-aided schools**, managed by private bodies or individuals, but receiving all, or almost all, their funding (over 50%) from the public sector;
- **private non-grant-aided schools**, receiving less than 50% of their funding from the public sector.

As far as possible, this classification has been used.

The graph below shows the proportions of these different types of schools (state, private grant-aided and private non-grant-aided) in each Member State, taking nursery, primary and secondary education as a whole.

**GRAPH F8: BREAKDOWN OF SCHOOLS (ALL LEVELS)
AS BETWEEN STATE, PRIVATE GRANT-AIDED AND PRIVATE NON-GRANT-AIDED,
1991/92**



Germany: The figures for "private" include both grant-aided and non-grant-aided schools, no more precise breakdown being available.

Spain: The figures for "private" include both grant-aided (approved) and non-grant-aided (non-approved) schools, no more precise breakdown being available.

Ireland: The National Schools and denominational secondary schools are treated here as state schools.

Luxembourg and Portugal: No data available.

Netherlands: There are no non-grant-aided private schools.

United Kingdom: Grant-aided schools are included in the state sector.

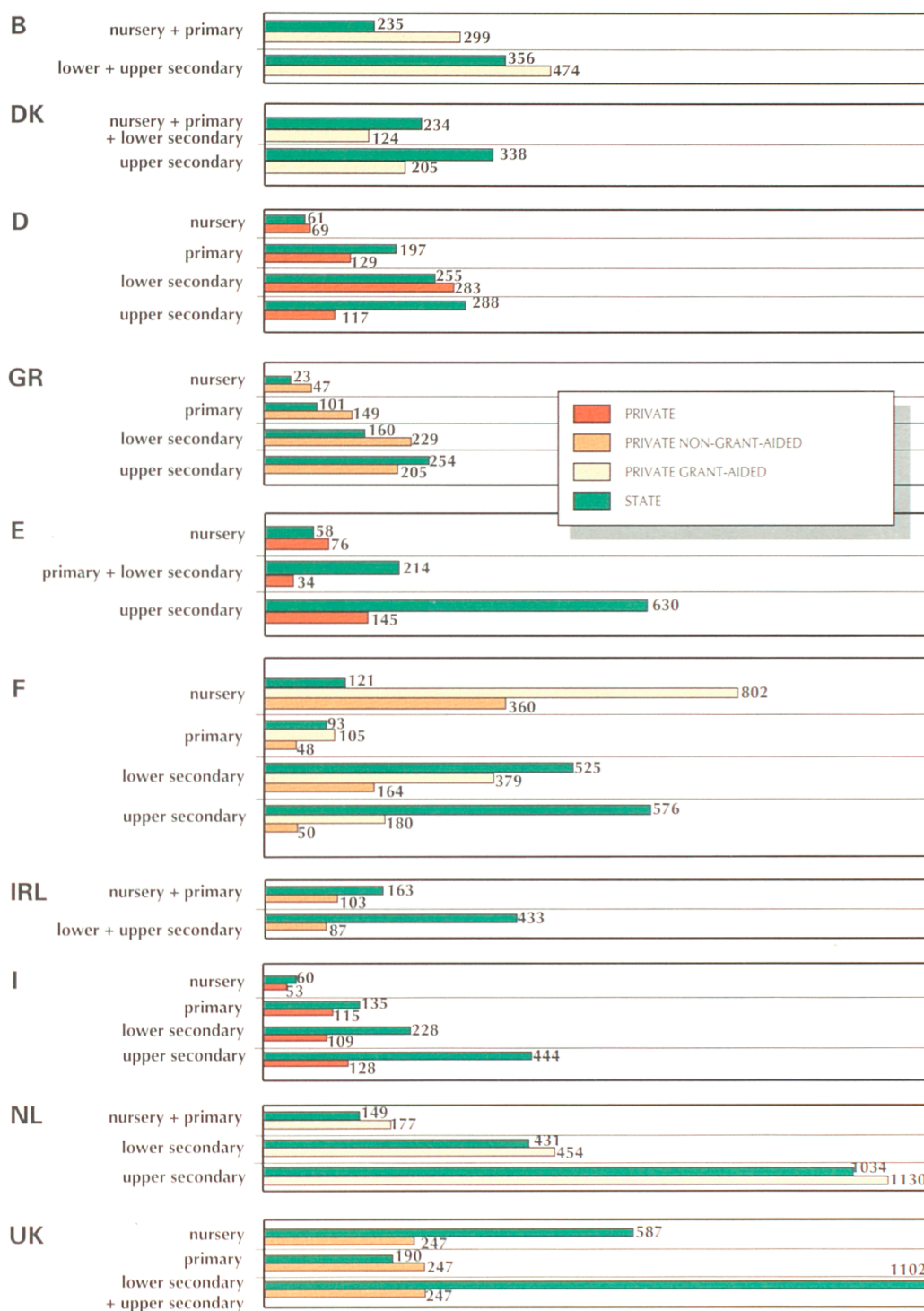
In most Member States, over 70% of schools come directly under the public sector.

Two Member States deviate from this pattern - Belgium, where the numbers of public and private schools are about equal, and the Netherlands, where private grant-aided schools form the great majority. In the Netherlands, equal funding of public and private schools is a basic right. In Italy, the share of the completely private sector is still relatively large, with over a quarter of all schools. In the United Kingdom, it is 8% (although only 4% in Scotland). In Ireland, the strictly private sector is very little developed and mainly involves primary schools.

AVERAGE SIZE OF SCHOOLS

The graph below shows the average sizes of schools in each Member State, in terms of the average number of pupils per school, at each level of education and including both public and private schools.

GRAPH F9: AVERAGE NUMBERS OF PUPILS PER SCHOOL, 1991/92



Source: see annex

United Kingdom: The size of the non-grant-aided private schools has been calculated taking all levels together.

At a time when the management and independence of schools is under discussion in several Member States, examination of the average size of schools provides a measure of the diversity of the situations at national level.

Three conclusions may be drawn:

- In most Member States, the difference between the size of state schools and of private schools is particularly evident at secondary level, except in two countries where it appears at nursery level - in France, where the private schools are bigger than the state schools, and in the United Kingdom, where the opposite is the case.
- In several Member States, the size of schools is fairly equal, whatever the level of education (Belgium, Greece, Ireland and Italy). Those Member States also have the smallest schools in the European Union.
- Much larger upper secondary schools are found in Denmark, Spain, the Netherlands and the United Kingdom (in the public sector).



EXPLANATORY NOTE

Where a breakdown of the statistics by level of education is not available, the average size of schools has been calculated for the levels combined in the statistics. This merging is generally a result of the structure of education in the Member State, with more than one level of education provided in the same school.

FINANCING OF EDUCATION

WARNING

This chapter on the financing of education is only one part of the chapter which should appear in the regular publication Key Data on Education in the European Union. A very detailed questionnaire prepared jointly by the Commission (Eurostat), the OECD and UNESCO is being tested. It will be able to make more detailed information available, making it possible to measure the collective investment in education (by Member States, regions, households, businesses etc.), and to compare the make up of both income (by source of finance, method of financing etc.) and expenditure (by type of education, nature of expenditure etc.).

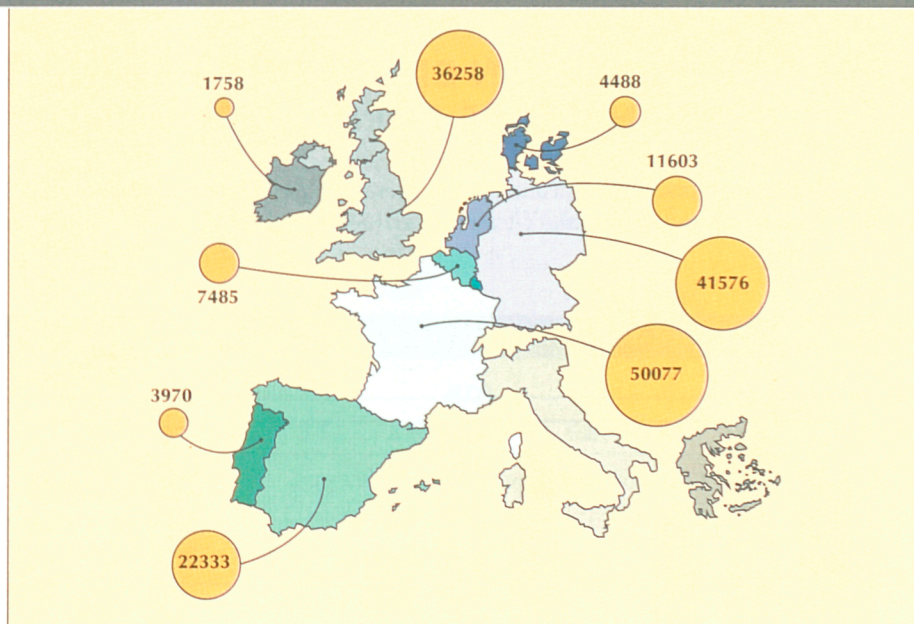
At the moment of writing, this information is not yet available. For this reason, this chapter contains only some of the data collected mainly by the OECD for its INES project (1992).

All the statistics, maps and graphs of education expenditure include both the public and private sectors, except in the case of Germany, Ireland, Portugal and the United Kingdom, for which only public expenditure is available.

TOTAL EXPENDITURE ON EDUCATION: A VERY SUBSTANTIAL INVESTMENT

The grand total of expenditure on education includes all expenditure, whatever the source of the funds (public or private). In theory, this calculation makes it possible to get away from the great diversity of methods of financing - in some Member States, it is the state which finances education in the main, whether directly or indirectly, while in others the regional or local authorities finance it directly. The scale of this investment depends of course on the cost of education (revenue and capital) and also on the duration of schooling.

MAP G1: EDUCATION EXPENDITURE BY MEMBER STATES (MILLION ECU), 1990/91



Germany: Data refer only to the old Länder.

Greece, Italy and Luxembourg: No data available.

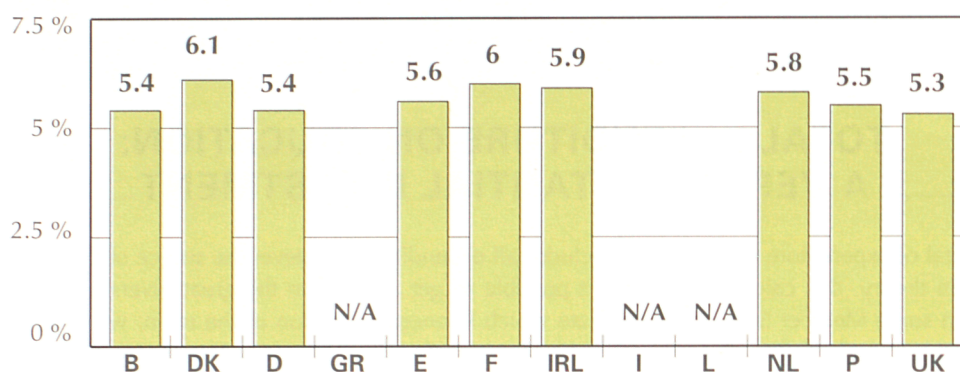
Ireland, Portugal and the United Kingdom: Public expenditure only.

The sum total of expenditure on education, expressed in millions of ecus, reflects both the magnitude of the Member States' investment in education and the importance of education as an economic activity.

EDUCATION EXPENDITURE AS A PROPORTION OF GDP: RELATIVELY EQUAL SHARES

Education expenditure as a percentage of GDP gives an indication of total public sector investment in relation to national wealth; it shows the share of the national wealth produced annually (measured as GDP) which is "invested" in the education field.

GRAPH G1: EDUCATION EXPENDITURE AS A PERCENTAGE OF GDP, 1990/91



Germany: Data refer only to the old *Länder*.

Greece, Italy and Luxembourg: No data available.

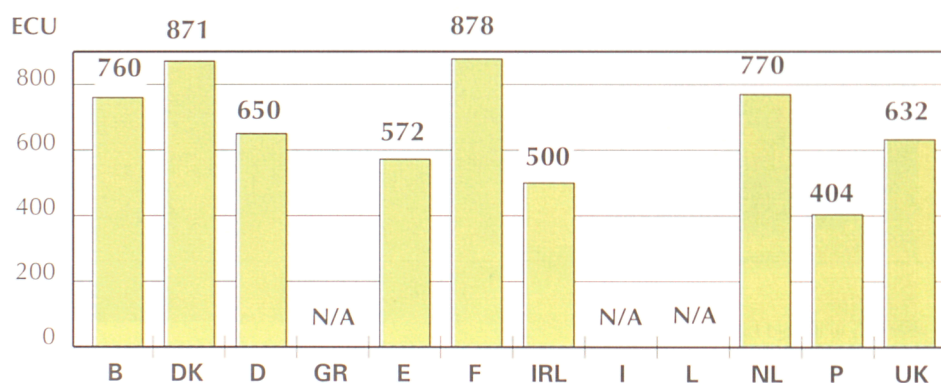
Ireland, Portugal and the United Kingdom: Public expenditure only.

The differences between the proportions of the Member States' GDP spent on education are small, ranging from 5.4% in Germany to 6.1% in Denmark.

GREATER DIFFERENCES IN EDUCATION EXPENDITURE PER HEAD OF POPULATION

Another way of measuring investment in education is the average expenditure per head of population. Here, the focus is on the amount demanded from the citizen in each Member State to finance education, regardless of relative national wealth.

GRAPH G2: EDUCATION EXPENDITURE PER HEAD OF POPULATION, 1990/91



Germany: Data refer only to the old *Länder*.

Greece, Italy and Luxembourg: No data available.

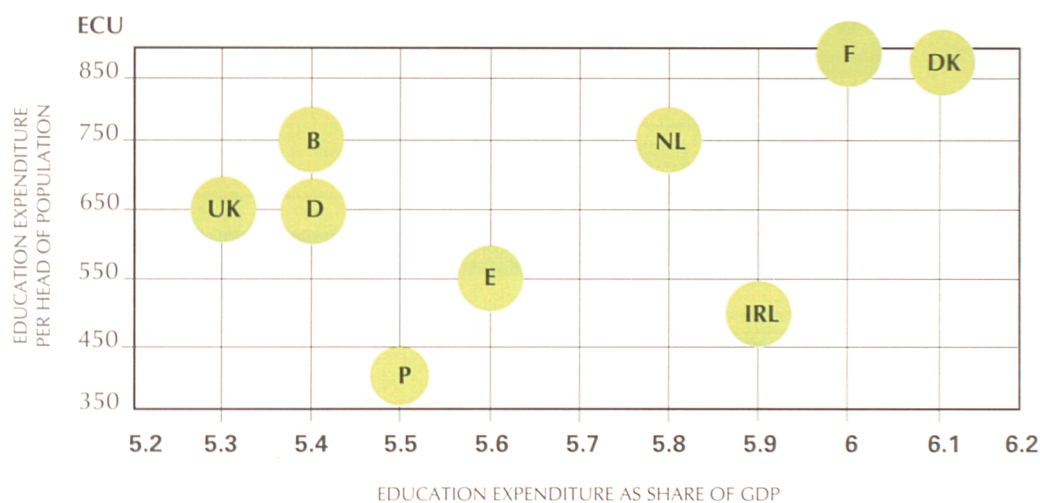
Ireland, Portugal and the United Kingdom: Public expenditure only.

The fluctuations in education expenditure per head of population are much greater, ranging from ECU 404 per head in Portugal to ECU 878 per head in France, or twice as much. This is above all a function of national wealth. Those Member States with the lowest per capita expenditure are also those which are the greatest beneficiaries of solidarity within the European Union, in particular, actions financed by the Structural Funds to improve education.



EXPENDITURE PER HEAD OF POPULATION AND PROPORTION OF GDP DEVOTED TO EDUCATION: TWO DIFFERENT MEASURES OF INVESTMENT

**GRAPH G3: CORRELATION BETWEEN EDUCATION EXPENDITURE PER HEAD OF POPULATION
AND EDUCATION SHARE OF GDP, 1990/91**



Germany: Data refer only to public sector expenditure and to the old Länder.

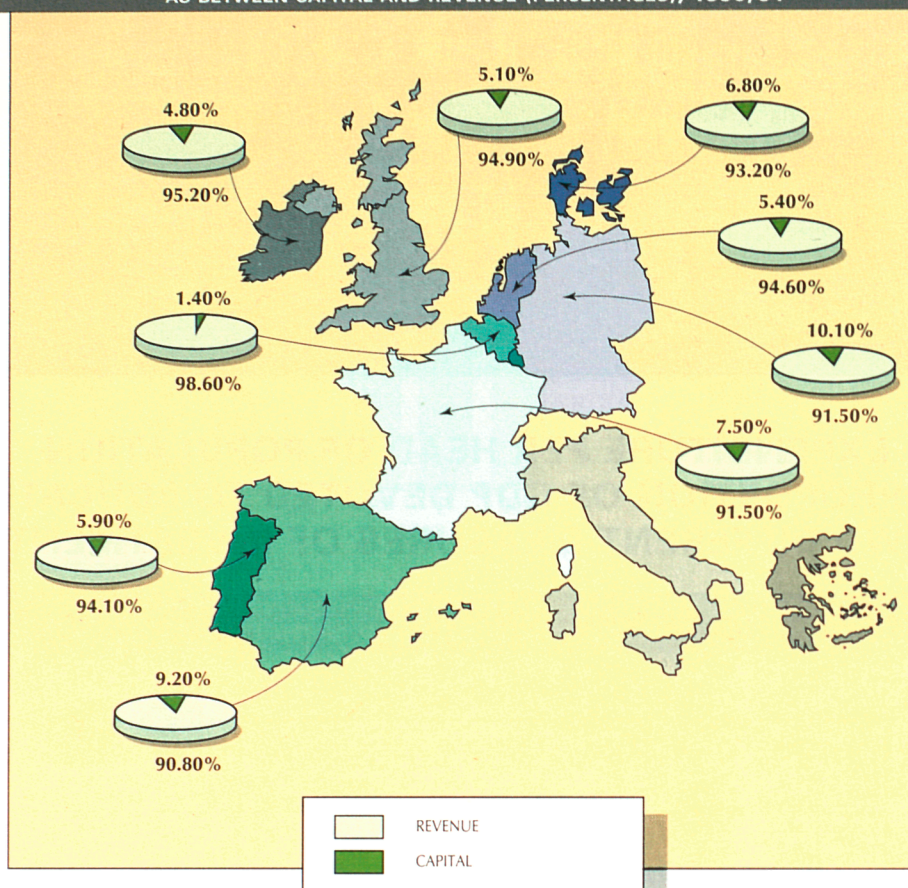
Greece, Italy and Luxembourg: Data not available.

Ireland, Portugal and the United Kingdom: Public sector expenditure only.

While in some Member States - Denmark and France, in particular - investment in education represents both a considerable share of GDP and high expenditure *per capita*, in others - Belgium and Germany for example - it represents high expenditure *per capita* but an average or low investment in terms of GDP; others again, despite a major investment in terms of GDP (Ireland), have a low *per capita* expenditure.

NATURE OF EXPENDITURE: VERY LARGELY RUNNING COSTS

**MAP G2: BREAKDOWN OF TOTAL EDUCATION EXPENDITURE
AS BETWEEN CAPITAL AND REVENUE (PERCENTAGES), 1990/91**



Germany: Data refer only to public sector expenditure and to the old Länder.

Greece, Italy and Luxembourg: No data available.

Ireland, Portugal and the United Kingdom: Public sector expenditure only.

Within education expenditure, revenue accounts for the lion's share and, in certain Member States, practically all of it, ranging from 90.8% to 98.6%. As education is extremely labour-intensive, salaries and wages constitute the largest single element in the budget. It should however be noted that in the few Member States for which information is available - Denmark, France, the Netherlands and Spain - these account for only 52% to 72% of running costs.

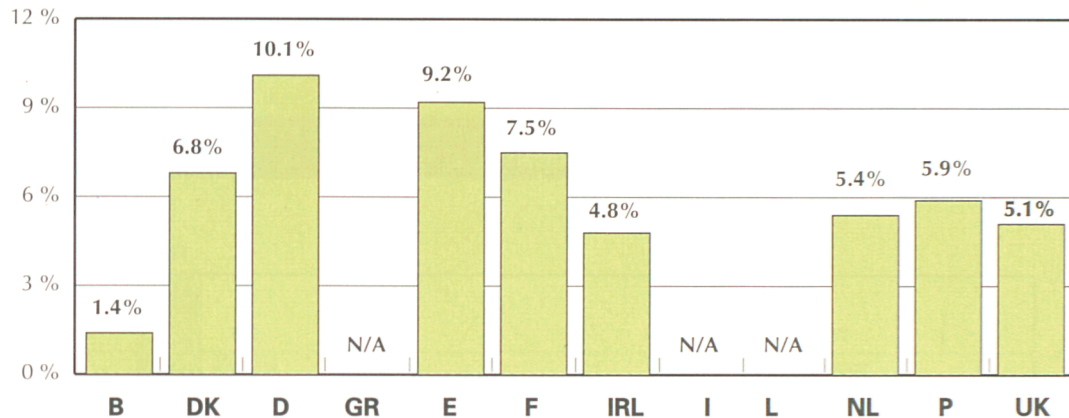
EXPLANATORY NOTE

Revenue, or current, expenditure includes all expenditure on resources consumed within the year, mainly salaries and wages of teaching and non-teaching staff.

CONSIDERABLE DIFFERENCES IN CAPITAL EXPENDITURE ACROSS THE MEMBER STATES

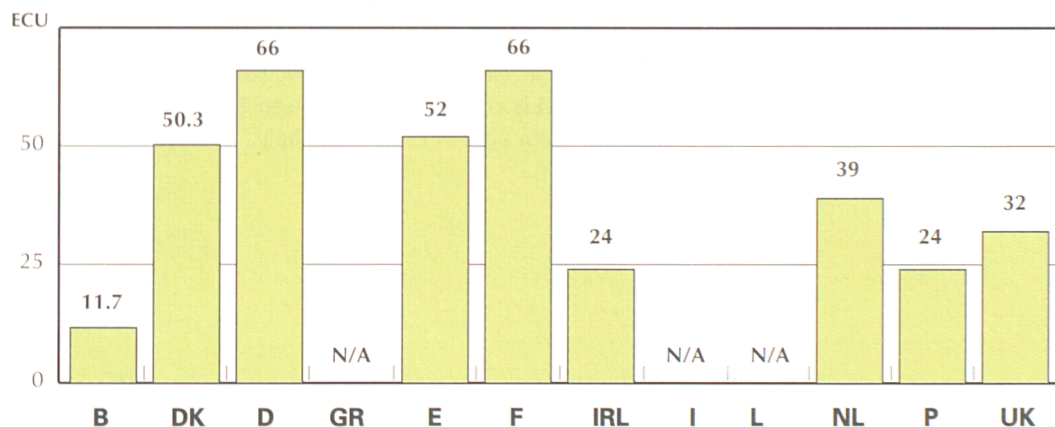
Capital expenditure, or investment, is what is spent on resources whose life extends beyond a financial year, mainly buildings and equipment.

GRAPH G4: CAPITAL EXPENDITURE AS A PERCENTAGE OF TOTAL EDUCATION EXPENDITURE, 1990/91



The ability to undertake capital investment is generally limited by the amount required for revenue expenditure. It should however be noted that there are considerable differences in the relative proportions of capital to total expenditure; in Belgium, it is very small (1.4%), while the general range is from 5.4% in the Netherlands to 9.2% in Spain, or practically double.

GRAPH G5: CAPITAL EXPENDITURE ON EDUCATION PER HEAD OF POPULATION, 1990/91



There are again considerable variations when capital expenditure is looked at in relation to population, ranging from ECU 11 per head in Belgium to ECU 66 per head in France and Germany.

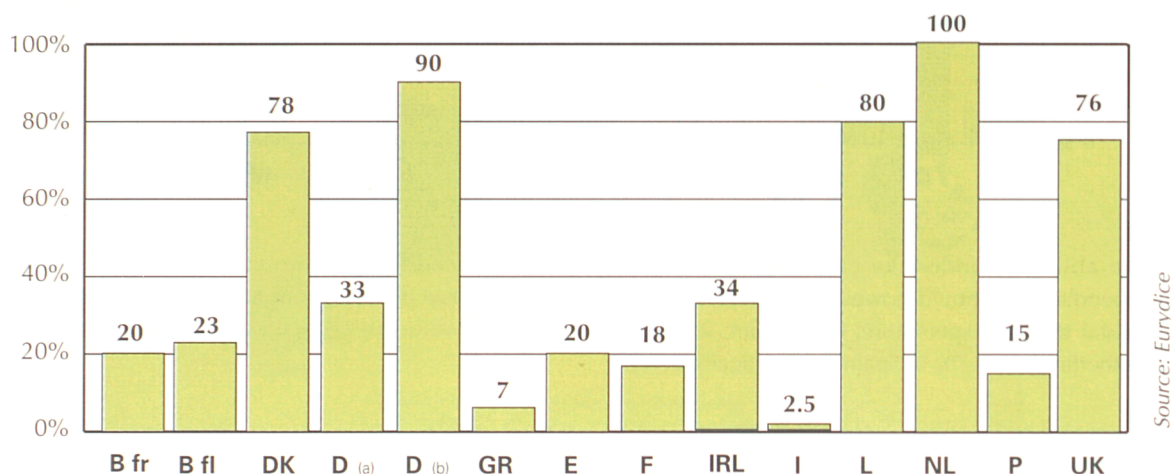
In budget terms, capital expenditure may be seen as less "obligatory" than revenue (staff salaries in particular), but it is useful to bear in mind that its amount determines both the quality of premises (major maintenance) and new provision, to cope with movements of population and increased demand for education.

FINANCIAL SUPPORT FOR STUDENTS IN HIGHER EDUCATION IN THE EUROPEAN UNION

The democratisation of higher education implies that all pupils with the necessary ability should be able to go on to higher education. There are several ways in which this can be made possible, including free courses, indirect assistance and a variety of social benefits, including financial support. Every Member State of the European Union has some form of grants and/or loans scheme, with grants being the commonest form of assistance.

In most Member States, the award of a grant is related to the student's financial circumstances, except in Denmark and the Netherlands, where all students may receive government funding.

**GRAPH G6: STUDENT GRANTS IN THE EU - PERCENTAGE OF STUDENTS
RECEIVING DIRECT ASSISTANCE, 1992/93**



Germany: (a) Old Länder; (b) New Länder.

The income levels up to which financial assistance is granted vary in the different Member States and influence the numbers of students supported in each of them. In Germany (in the new *Länder*), Luxembourg and the United Kingdom, the percentage of students supported is considerable - between 75% and 90%. The smallest proportions receiving financial assistance - less than 10% - are in Greece and Italy.



A blurred background image of a classroom. In the foreground, a student with dark hair is wearing a white jacket and looking down. In the background, another student is wearing a plaid shirt and looking towards the right. The overall tone is warm and slightly out of focus.

SECOND PART

**LANGUAGES
IN THE
EUROPEAN UNION**



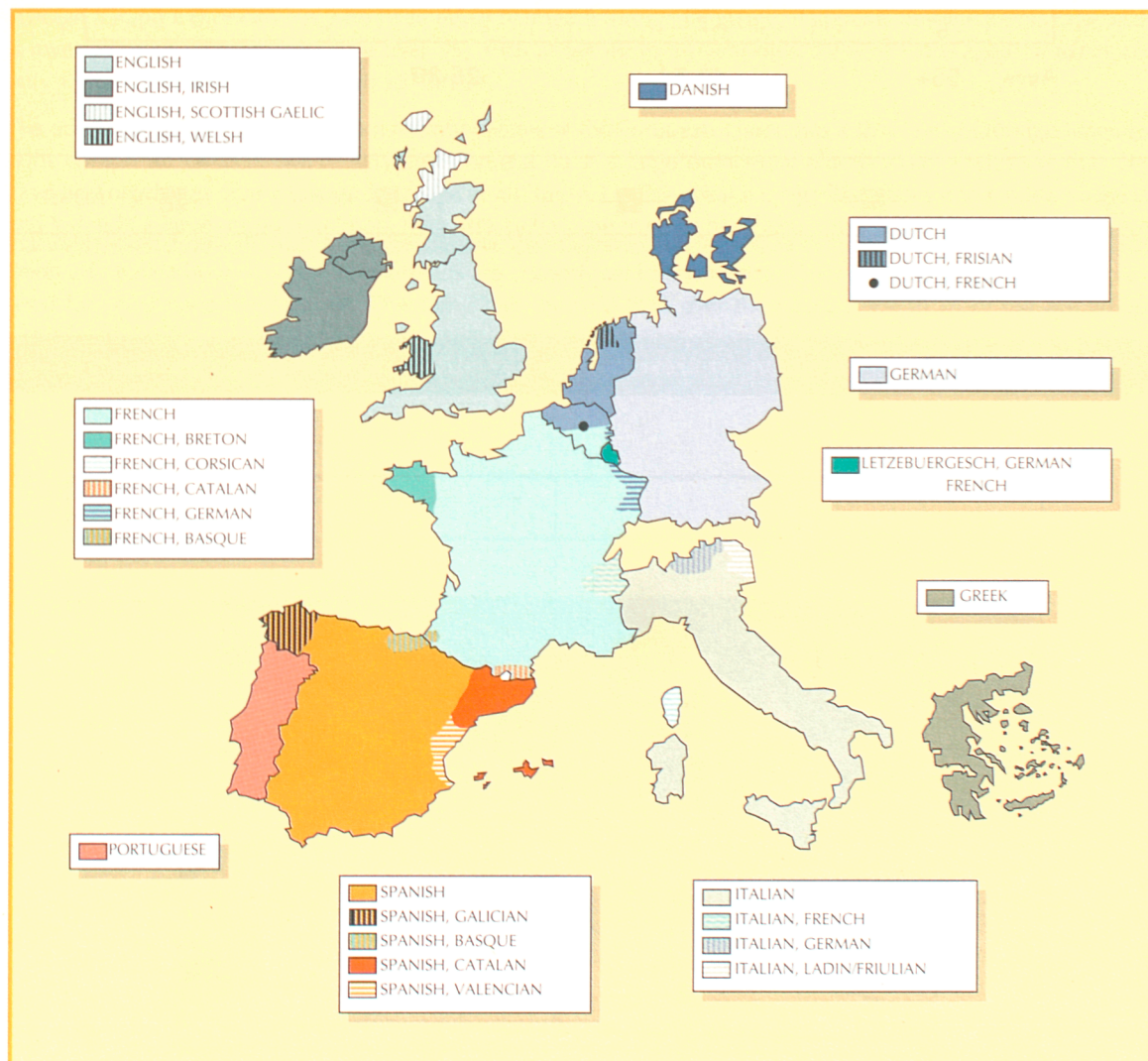
EUROPEAN CITIZENS AND FOREIGN LANGUAGES

MULTILINGUALISM - AN IMPORTANT FEATURE OF THE EUROPEAN UNION

The language situation in most Member States of the European Union is more complex than it would appear at first glance. A majority of European citizens, in fact, do not live in a monolingual environment. Multilingualism is a widespread phenomenon found throughout the European Union.

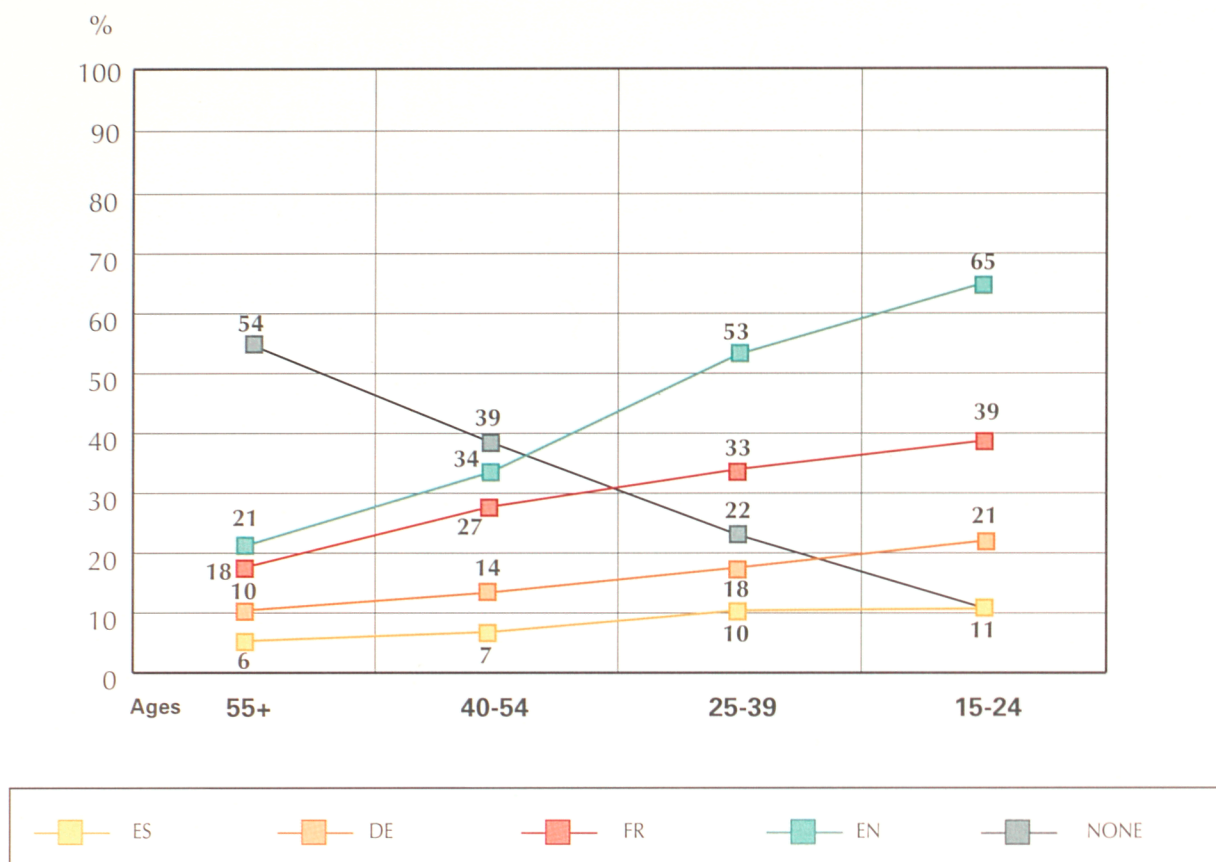
The map below reflects this situation by indicating the various language areas which coexist within some individual Member States. It does not claim to present a fully detailed picture of all the languages spoken in the European Union, but to illustrate its linguistic diversity. This does not in any way suggest that any language is more important than any other.

A solid line indicates only the political frontiers between Member States. Language areas are divided approximately according to their geographical extent.

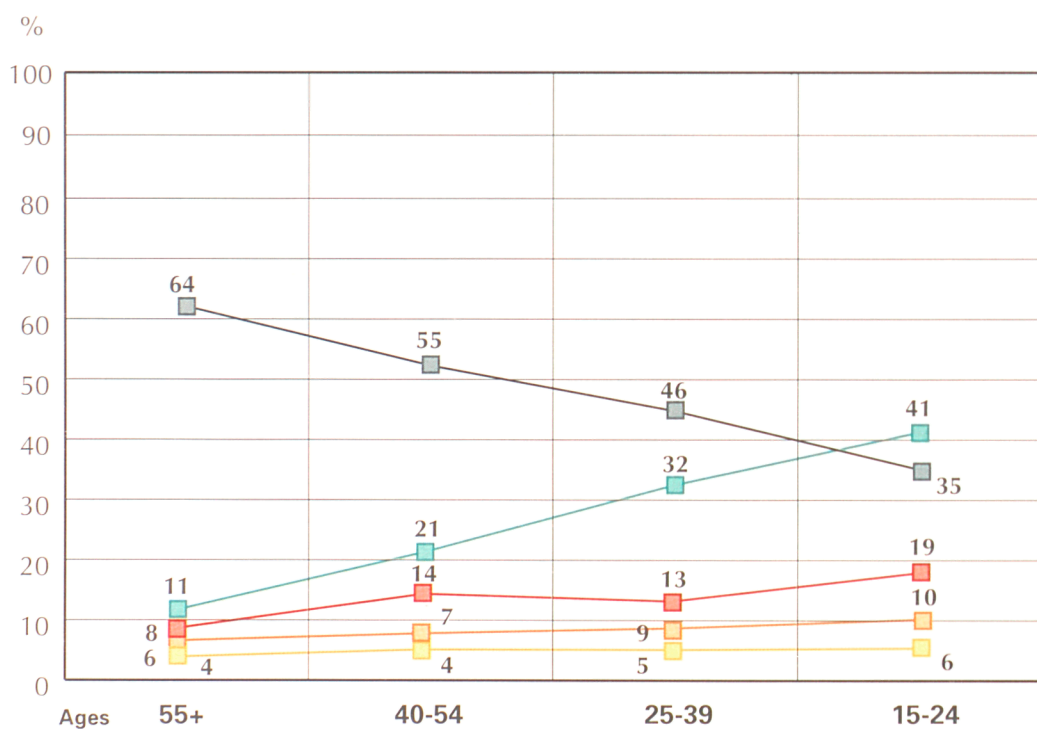


EUROPEAN CITIZENS
AND FOREIGN LANGUAGES

GRAPH L1: FOREIGN LANGUAGES LEARNED BY CITIZENS OF THE EUROPEAN UNION.



GRAPH L2: FOREIGN LANGUAGES SPOKEN FLUENTLY BY CITIZENS OF THE EUROPEAN UNION.



Source: Eurobarometer 1994

GROWTH IN FOREIGN LANGUAGE LEARNING OVER THE PAST 20 YEARS

There has been a substantial increase in the teaching of modern languages since the 1970s. According to a EUROBAROMETER survey¹, citizens' language skills vary according to their age, taking them in four age groups: 55 years and over, 40-54, 25-39 and 15-24.

Graphs 1 and 2, prepared at the Eurydice European Unit on the basis of raw EUROBAROMETER data, illustrate this growth. Graph L1 indicates the percentage of people who have had the opportunity to learn at least one foreign language. Graph L2 focuses on the ability to converse in the languages which have been learned.

Disparities between Member States are brought out in Graph L3.

Young Europeans have learned more languages than their elders

In all Member States of the European Union, the youngest age group (15-24 years) has had more modern language teaching. This trend appears, whatever the language in question. Between the generation of today's 15 to 24-year-olds and that of their parents (55 and over), the proportion of individuals who have learned foreign languages has doubled. The example of English is probably the most revealing, with 21% of those of 55 and over, 34% of those aged 40 to 54, 53% of the 25 to 39-year-old group and 65% of 15 to 24-year-olds - or three times the rate of the oldest group - having learned English.

Conversely, those in the oldest age group have the least command of foreign languages. From the European average (Graph L1) of citizens who have never learned a foreign language, it appears that the percentage scale is inverted, with 54% among those over 55, 39% of the 40 to 54-year-olds, 22% of those aged 25 to 39 and only 11% of young people between 15 and 24.

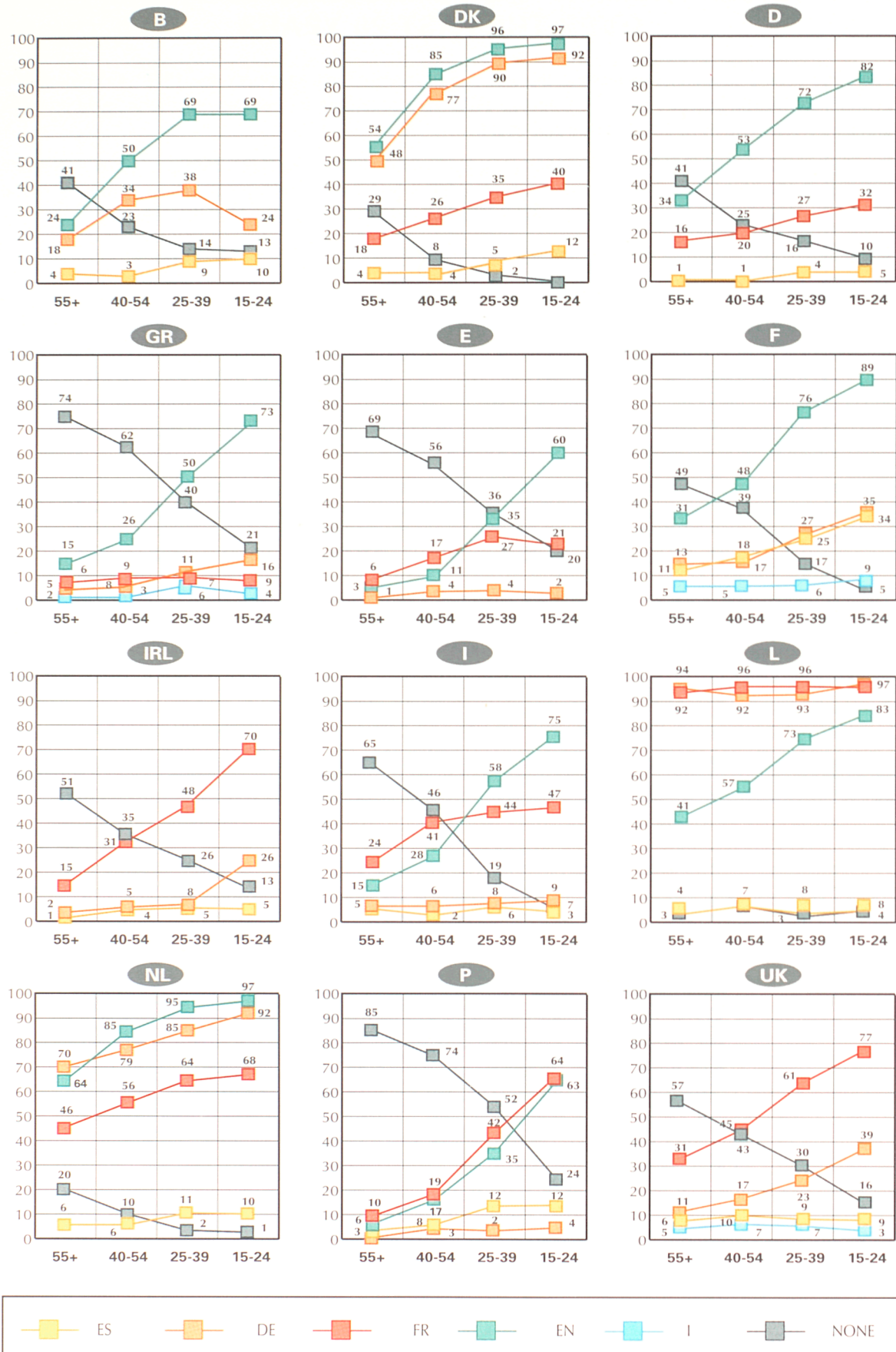
The adult population of the southern Member States of the European Union has a low level of foreign language skills (Graph 3). Greece, Spain, Italy and Portugal have a large number of elderly people who say that they have no knowledge of any foreign language at all. In the English-speaking Member States (the United Kingdom and Ireland), a large proportion (more than 50%) of people over 50 have also never learned a foreign language.

Denmark, Luxembourg and the Netherlands are exceptional in this regard. Their adult populations have a very good foreign language education. This trend has changed little over the years, since in all of the age groups considered, the level of foreign language skills is very high in these three Member States.



¹ EUROBAROMETER 41, July 1994. Survey carried out by the Commission at least twice yearly in different fields of interest.

GRAPH L3: FOREIGN LANGUAGES LEARNED BY CITIZENS OF THE EUROPEAN UNION.



Source: Eurobarometer 1994

Exponential growth in the learning of English

The development of foreign language teaching over the past two decades has been marked by a spectacular growth in the teaching of **English**. This language, which only 21% of the oldest age group know, has become a part of the lives of the youngest Europeans, 65% of whom have studied English. In two Member States, Denmark and the Netherlands, this proportion is over 90%. English has always been one of the most popular foreign languages in these two Member States.

However, the predominance of English has not prevented growth in the learning of other languages. The proportions of those who have learned French, German and Spanish have doubled over the past 20 years. French has risen from 18% among the oldest group (55 and over) to 39% among the youngest (15 to 24 years); German, from 10% among the elderly (55 and over) to 21% for 15 to 24-year-olds; and Spanish, from 6% among the oldest to 11% among the youngest.

French as a foreign language comes second in nearly every Member State (Graph 3), except in Denmark and the Netherlands, where German is in second place. Luxembourg, where French and German are the most widely-taught, stands out as an exception, as do the United Kingdom and Ireland, where French is the first foreign language.

French has not increased as strikingly as English, holding a more or less steady course over the past 20 years in all Member States of the Union. French is even on the decline in Spain, with the youngest group (21%) learning French less than people of the preceding generation (27%).

German, the third most popular foreign language in the Union, has increased as much as French, except in Denmark and the Netherlands, where it closely follows English. In some other Member States, such as Greece, Spain, Italy and Portugal, German has always been a little-known language and this tendency has not been changed by today's young people.

In France, German shares second place with Spanish among the youngest group and in all of the age groups surveyed. German has seen strong growth in Ireland in recent years, to the extent that the percentage of young people learning German (26%) is much higher than that of their elders (2%).

A wide gap between learning a foreign language and speaking it

A comparison of graphs L1 and L2 illustrates the gap between the foreign languages which citizens of the European Union have learned and those which they master sufficiently for purposes of conversation. In general, only half of those who learn a foreign language speak it well enough to hold a conversation.

Those who claim to speak English, French or German fluently are considerably less numerous than those who say that they have learned these languages, regardless of age group. Among the youngest group, for example, 65% have learned English, but only 41% speak it; 39% have learned French, but only 19% speak it; 21% have learned German, but only 10 % can speak it. The same discrepancy exists in the case of Spanish - 11% have learned the language but only 6% can speak it.

From this standpoint, perhaps the most disquieting aspect arises from looking at the "no language" group. While only 11% of young people (15-24 years) have not learned any foreign language, 35% of them still lack oral skills. This means that one third of young people today are incapable of conversing in a foreign language, although 89% have been taught at least one.

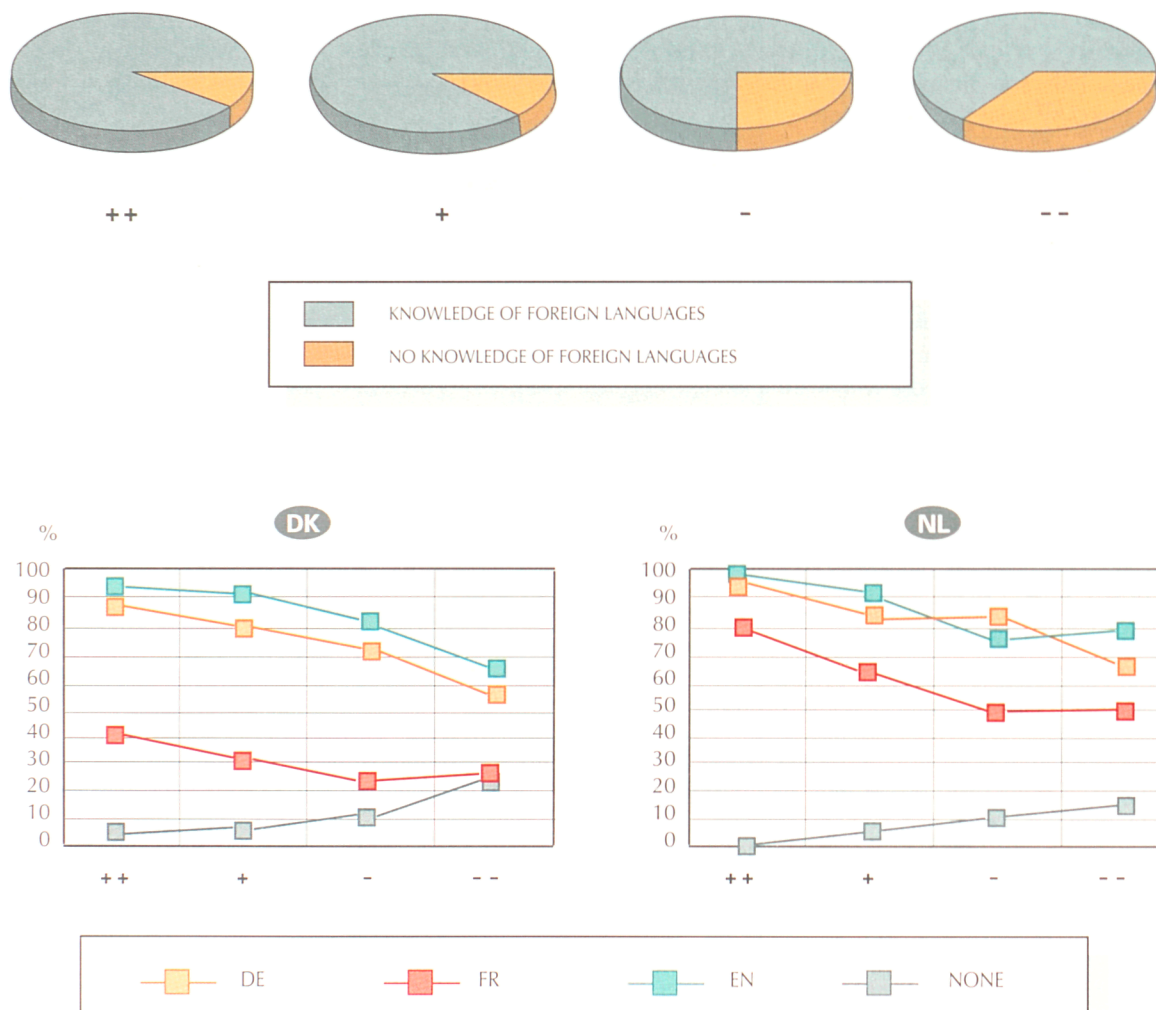
Nonetheless, it is always the younger group which has more oral command of foreign languages, particularly English. Comparison of the four age groups reveals that there has been no significant progress in the oral command of French, German and Spanish.

KNOWLEDGE OF FOREIGN LANGUAGES: A FUNCTION OF SOCIAL STATUS

The EUROBAROMETER survey demonstrates a direct relationship between foreign language learning by European Union citizens and their income levels. This indicates that those with the highest incomes have learned languages more than those with lower incomes, but it probably also means that those with greater knowledge of languages have access to better paid jobs than those with less knowledge of languages. This holds true mainly for the three foreign languages most commonly learned in the European Union.

This situation is found throughout the Union, except in Denmark and the Netherlands. In Denmark, for example, the percentage of people with a command of foreign languages is very high among both those with high incomes (more than 90% for English and 88% for German) and the less well-off (more than 65% for English and 58% for German)².

GRAPH L4A: PERCENTAGE OF POPULATION MASTERING A FOREIGN LANGUAGE, IN RELATION TO INCOME

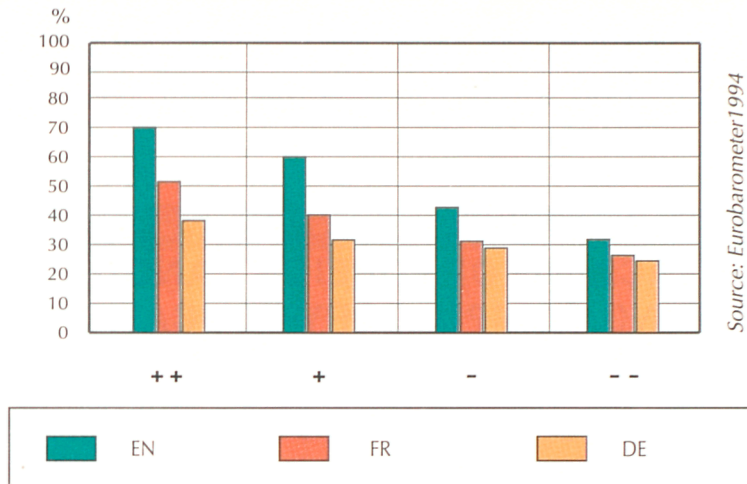


Source: Eurobarometer 1994

² The income scale was calculated taking into account the particular economic circumstances and cost of living in each Member State. The symbols "++", "+", "-", and "--" therefore indicate different income levels depending on the Member State.

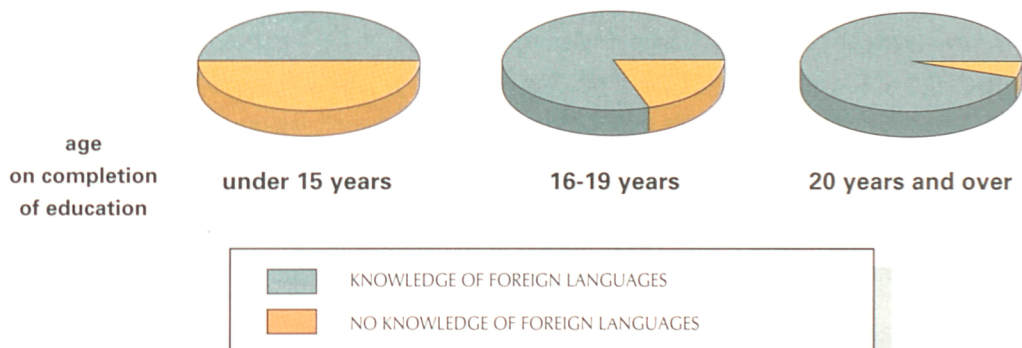
EUROPEAN CITIZENS
AND FOREIGN LANGUAGES

GRAPH L4B: LANGUAGES AND INCOME (EU AVERAGE)

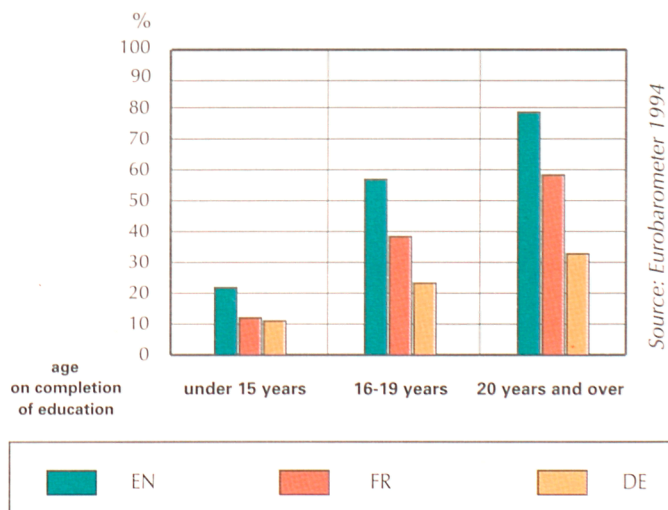


European citizens' knowledge of foreign languages is also influenced by their level of education. The proportion of those who left school at 15 with some foreign language education is much less than that of those who have an upper secondary school or higher education qualification (between the ages of 16 and 19 or age 20 and over).

GRAPH L5A: DISTRIBUTION OF POPULATION WITH/WITHOUT KNOWLEDGE OF A FOREIGN LANGUAGE, IN RELATION TO LEVEL OF EDUCATION



GRAPH L5B: LANGUAGES AND LEVEL OF EDUCATION (EU AVERAGE)



THE PLACE OF FOREIGN LANGUAGES IN THE EDUCATION SYSTEMS OF THE EUROPEAN UNION

THE TEACHING OF FOREIGN LANGUAGES DURING COMPULSORY EDUCATION: A BRIEF HISTORICAL OVERVIEW

Traditionally, the teaching of foreign languages has been general in secondary schools in most of the Member States of the European Union. When courses began to be introduced into primary or nursery classes, this was seen as “early learning”.

Foreign language teaching at **pre-school level** is however practically non-existent. Parents who want to introduce their children to modern languages must look to other structures outside the state education systems, either private education or official foreign schools (French, English or German schools, etc.).

Teaching of foreign languages begins properly speaking at **primary level** in all Member States of the Union. Between the **ages of 8 and 10** (except in Northern Ireland, at age 12, and in Luxembourg, at age 6), nearly all European pupils have begun the study of a foreign language, usually English. This is **compulsory** for most pupils (in Denmark, Greece, Spain post-reform, Italy, Luxembourg, the Netherlands, and the Brussels-Capital Region in Belgium). For the others, foreign languages are either **optional** (the Flemish Community in Belgium, Germany and Portugal) or their teaching is still to a greater or lesser extent at an **experimental** stage (the French Community in Belgium, Germany, France, England and Wales).

Certain countries have a long tradition of foreign language teaching at primary level. France, Germany and Italy have been carrying out pilot projects for over 20 years (mainly in border regions), but it is mainly since the second half of the 1980s that early foreign language teaching in primary schools has been introduced in almost all Member States. In Italy, the new curricula adopted in 1985 made the teaching of a foreign language general from the second cycle of primary school (age 8-11), initially as an experiment and then on a compulsory basis from 1992/93. English is much the most popular language, being taught in 82.7% of classes.

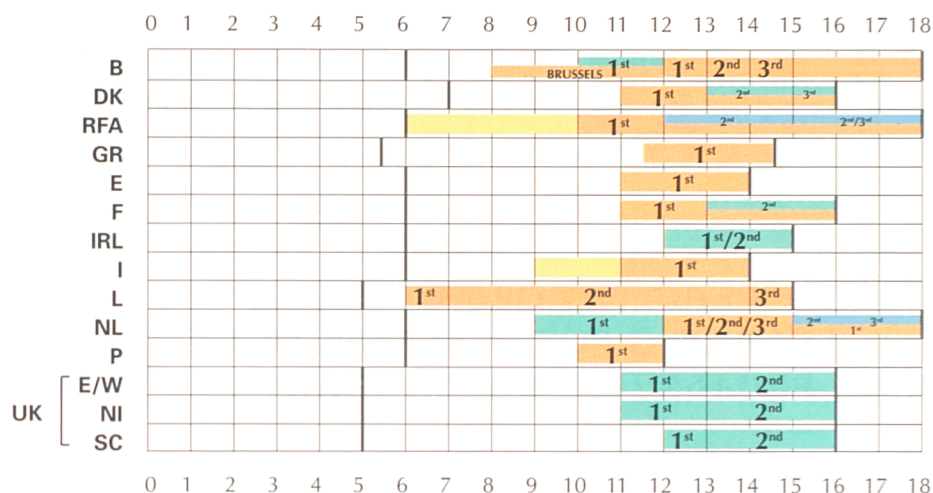
Foreign language teaching continues to be a subject of interest to education authorities in several Member States. In France, an initial “controlled” experiment was introduced at national level at the beginning of the academic year 1989/90, involving pupils aged 9 and 10. During 1992/93, 16% of children aged 9 and 37.9% of those aged 10 were targeted.

In the Netherlands, English has been compulsory for pupils aged 10 to 12 since 1986. In Denmark, English is compulsory from the *Folkeskole* (age 10). The same is the case in Greece, since the 1992/93 school year, for pupils in the last three years of primary school (from age 8 1/2 to 11 1/2). These are the only three Member States where English is the required first foreign language. In all of the other Member States, pupils may choose from among several foreign languages, although in practice English is the most frequently chosen.

Other Member States have introduced changes concerning foreign language teaching in the context of an overall educational reform (Portugal with the 1986 reform, the United Kingdom in 1988 and Spain in 1990).

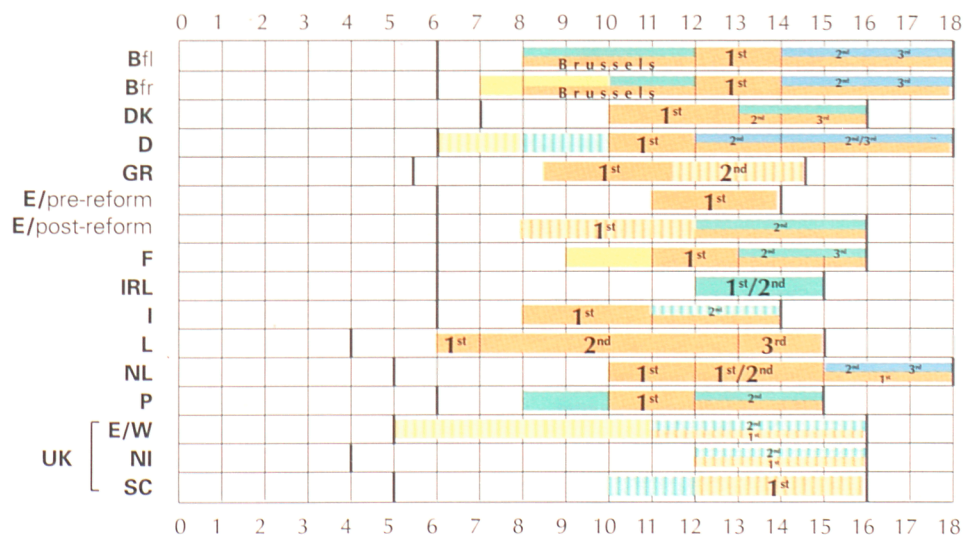
In Scotland, since 1993, children aged 10 to 12 have for the first time been able to learn a foreign language under a pilot scheme. From the beginning of 1995/96, all French pupils in the *cours élémentaire* (age 7) in the primary schools will have 15 minutes each day of introduction to foreign languages using audio-visual techniques.

GRAPH L6: FOREIGN LANGUAGE LEARNING IN THE COURSE OF COMPULSORY EDUCATION, 1984



- FOREIGN LANGUAGE COMPULSORY
- FOREIGN LANGUAGE OPTIONAL
- COMPULSORY FOREIGN LANGUAGE RECENTLY INTRODUCED BY LAW AND IN TRANSITIONAL STAGE (NOT YET FULLY IMPLEMENTED)
- FOREIGN LANGUAGE OPTIONAL, NOT YET WIDESPREAD
- PILOT SCHEME OF "EARLY" TEACHING
- PILOT SCHEME OF "EARLY" TEACHING NOT WIDESPREAD (DEPENDS ON SCHOOL)
- SECOND OR THIRD FOREIGN LANGUAGE OBLIGATORY OR OPTIONAL DEPENDING ON PUPIL'S GROUP OF SUBJECTS
- BEGINNING AND END OF COMPULSORY EDUCATION

GRAPH L7: FOREIGN LANGUAGE LEARNING IN THE COURSE OF COMPULSORY EDUCATION, 1994



Source: Eurydice 1994

United Kingdom (1994): In Wales, pupils ages 14 to 16 years do not have a compulsory foreign language.

Graphs L6 and L7 illustrate the development of foreign language teaching over the past decade (1984-94). The period of compulsory education was chosen as this is the time when pupils acquire their first academic knowledge, including language skills.

These two graphs present the so-called "modern" foreign languages. Consequently, neither Irish nor Letzebuergesch nor any regional languages, are included, although they may be provided for in several Member States.

The graphs distinguish between compulsory and optional foreign languages which have been taught for some time and those which are in a transitional stage. For "early learning" experiments, the graphs also indicate two possibilities: widespread schemes and schemes which are in their initial stages.

The figures 1, 2 and 3 represent the first, second and third foreign languages, indicating how many languages the pupils are offered.

PERCENTAGES OF PUPILS LEARNING FOREIGN LANGUAGES DURING PRIMARY AND SECONDARY EDUCATION

Primary education

The foreign language most widespread in primary school is English (or French, in the English-speaking Member States). It is possible, but very rare, to learn other languages. These include German in Spain, France, Italy, Portugal and Scotland; Spanish in France, Italy and Scotland; Portuguese and Russian in France; and Danish in Germany.

In other Member States, there is no choice. In Denmark, Greece and the Netherlands, English is compulsorily the first foreign language during primary education; in Belgium, it is one of the national languages (French, Dutch or German); and in Luxembourg, both German and French are compulsory.

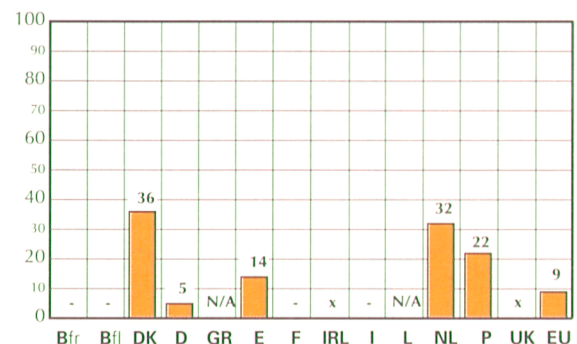
In countries where several languages co-exist, they are included in the curriculum as compulsory subjects (Belgium and Ireland) or even as languages in which pupils are taught (Luxembourg and the Autonomous Communities in Spain).

No foreign language is included in the curriculum in Ireland, although English and Irish are compulsory. The 1992 Green Paper on Education opened up new possibilities for foreign language teaching at primary level, with 20% of schools already offering foreign languages as an option (21% French, 5% German and 1% Spanish).

Graphs L8, L9 and L10 are based on data collected by Eurostat, the Statistical Office of the European Communities, for the school year 1991/92.

These quantitative data confirm previous observations concerning the availability of foreign language teaching in primary education. At this level, very few pupils are learning foreign languages (9% English, 2% French).

GRAPH L8: PERCENTAGE OF PRIMARY PUPILS LEARNING ENGLISH, 1991/92

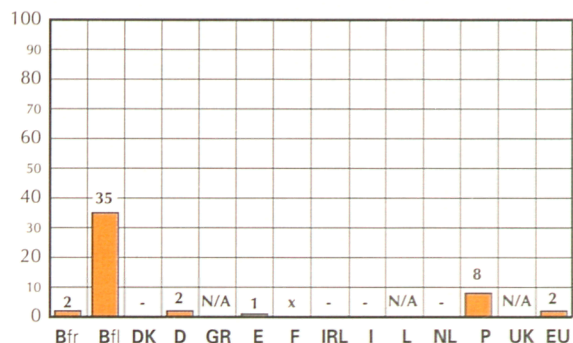


Source: Eurostat, 6/94

Among those learning English, the highest percentages are found in Denmark (36%) and the Netherlands (32%). This is due to a long tradition of compulsory English in these two Member States. Two other Member States (Portugal with 22%, and Spain with 14%) also have fairly large percentages of pupils learning English. This is probably due to the introduction of new provisions concerning languages under their extensive educational reforms.

French is the second most widely taught language. Percentages in the Member States concerned do not exceed 10%, except in the Flemish Community of Belgium, with 35%¹.

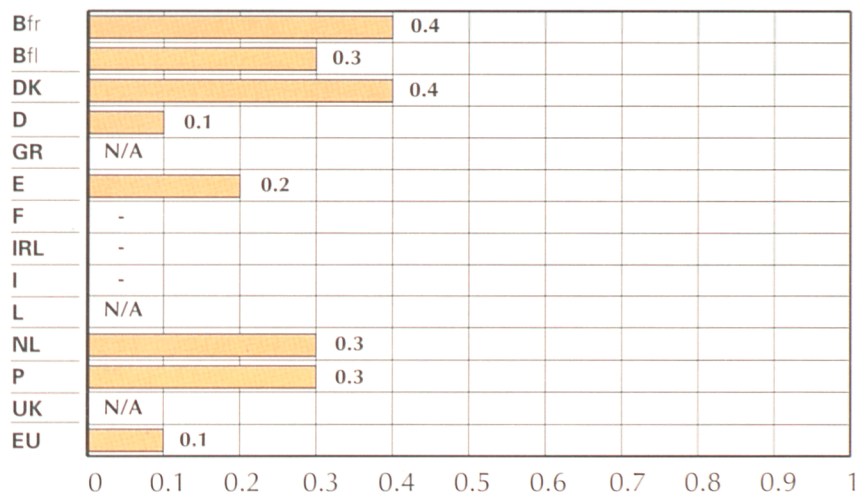
GRAPH L9: PERCENTAGE OF PRIMARY PUPILS LEARNING FRENCH, 1991/92



Source: Eurostat, 6/94

The average number of foreign languages learned per pupil confirms once again that the teaching of these languages at primary level is still limited, often at a pilot stage (see Graph L6). During 1991/92, pupils in primary education learned, on average, 0.1 modern languages² (Graph L10).

GRAPH L10: AVERAGE NUMBER OF FOREIGN LANGUAGES PER PRIMARY PUPIL, 1991/92



Source: Eurostat, 6/94

NOTES:

- Bfr : French Community (including German-speaking Community).
- Bfl : Flemish Community.
- D : Except Brandenburg, Saxony-Anhalt and Thuringia.
- IRL : Full-time only.
- UK : England and Scotland only.
- EU : Except GR and L.
- N/A : Not Available.
- x : Not relevant.
- : Nil.

¹ In the French Community of Belgium, 41% of pupils study Dutch. In the Brussels-Capital Region, French is compulsory for Dutch-speaking pupils from age 8.

² In Luxembourg, German is compulsory for all pupils from the beginning of the first year of primary education (at age 6). Beginning in the second year (age 7), French also becomes compulsory. Thus pupils in Luxembourg learn at least two languages regarded as foreign languages during their primary education, although both of these are official languages of the country.

Secondary education

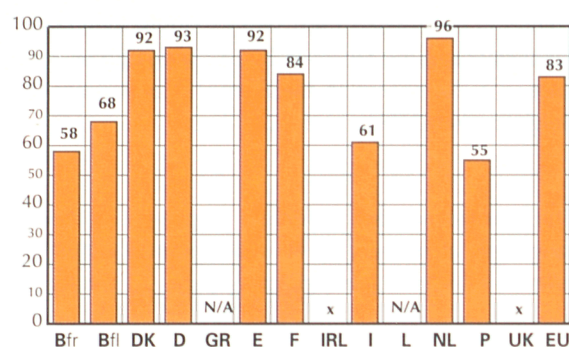
English remains the commonest first foreign language at secondary level. The other official languages of the European Union appear much less frequently in the curricula.

In 1991/92, 83% of pupils in general secondary education in the European Union were learning English. Other foreign languages were markedly less popular with pupils: 32% chose French, 16% German and only 9% Spanish.

Graph L11 shows the extent of **English** in all Member States. In some of them (Denmark, Germany, Spain and the Netherlands), more than 90% of pupils are learning English.

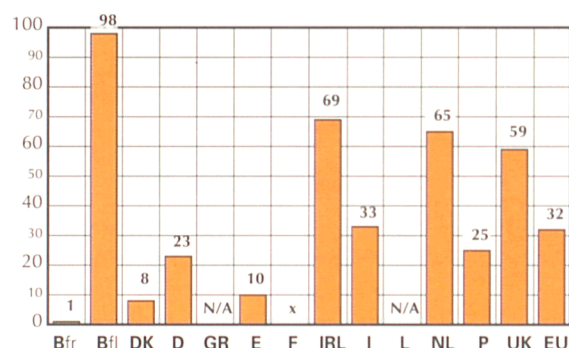
French ranks first, however, in the Flemish Community of Belgium (98%), Ireland (69%) and the United Kingdom (59%).

GRAPH L11: PERCENTAGE OF GENERAL SECONDARY PUPILS LEARNING ENGLISH, 1991/92



Source: Eurostat, 6/94

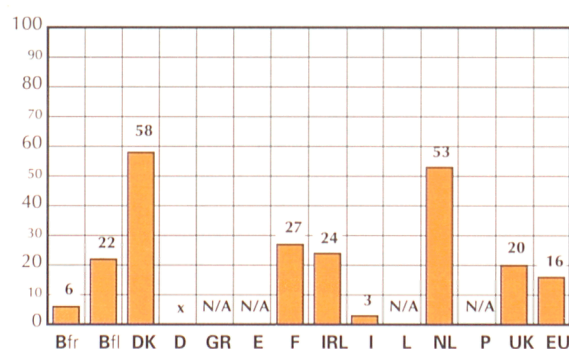
GRAPH L12: PERCENTAGE OF GENERAL SECONDARY PUPILS LEARNING FRENCH, 1991/92



Source: Eurostat, 6/94

French is the second most commonly learned language (Graph L12), but it is still far behind English. More than one third of pupils in the Netherlands were learning French in 1991/92. Percentages were between 23% and 33% in Germany, Italy and Portugal. The lowest figures for French were in Denmark and Spain, with 8% and 10% respectively.

GRAPH L13: PERCENTAGE OF GENERAL SECONDARY PUPILS LEARNING GERMAN, 1991/92

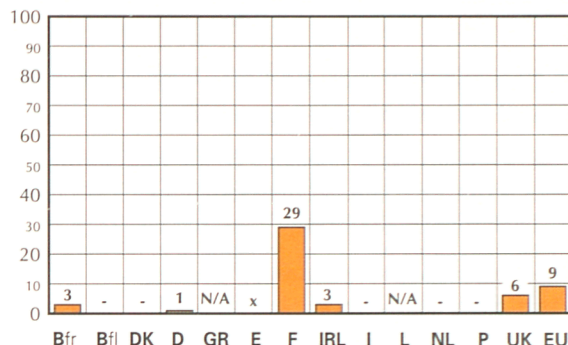


Source: Eurostat, 6/94

Generally, the third most frequently learned language is **German** (Graph L13), except in Denmark and the Netherlands, where it ranks second, with over half of all pupils. France (27%), Ireland (24%) and the United Kingdom (20%) are far behind. In Spain, Italy and Portugal, German was still not a commonly learned language in 1991/92.

Spanish (Graph L14) is learned particularly in France (29%), where it is the second most popular foreign language in terms of numbers of pupils. In the other Member States, it rates under 10%.

GRAPH L14: PERCENTAGE OF GENERAL SECONDARY PUPILS LEARNING SPANISH, 1991/92

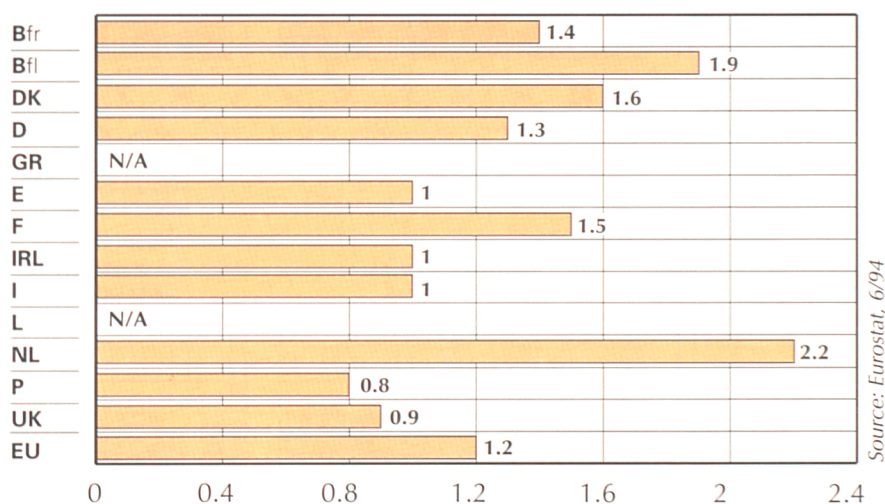


Source: Eurostat, 6/94

The average number of foreign languages learned in the course of general secondary education, still in 1991/92, is 1.2 languages (Graph L15)³.

This average varies widely from one Member State to another. It is less than one language in Portugal and the United Kingdom, one in Spain, Ireland and Italy and more than one in the other Member States. The highest figures are for the Netherlands (2.2 languages per pupil) and the Flemish Community of Belgium (1.9).⁴

GRAPH L15: AVERAGE NUMBER OF FOREIGN LANGUAGES PER PUPIL (SECONDARY GENERAL) 1991/92



Source: Eurostat, 6/94

NOTES:

- Bfr : French Community (including German-speaking Community).
- Bfl : Flemish Community.
- D : Except Brandenburg, Saxony-Anhalt and Thuringia.
- IRL : Full-time only.
- UK : England and Scotland only.
- EU : Except GR and L.
- N/A : Not Available.
- x : Not relevant.
- : Nil.

³ Average number of foreign languages per pupil at a given point in time, as opposed to languages taken throughout secondary education.

⁴ According to statistics collected by EUROBAROMETER 34.2 of December 1990 ("Young Europeans in 1990"), the average for young Luxembourgers aged 15 to 24 is 3.1 foreign languages.

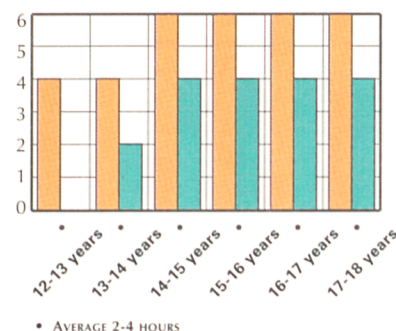
TIME DEVOTED TO FOREIGN LANGUAGE TEACHING IN GENERAL SECONDARY EDUCATION

The graphs below show the weekly numbers of hours devoted in each Member State to teaching the first and second foreign languages to pupils aged 12 to 18 years in general secondary education.

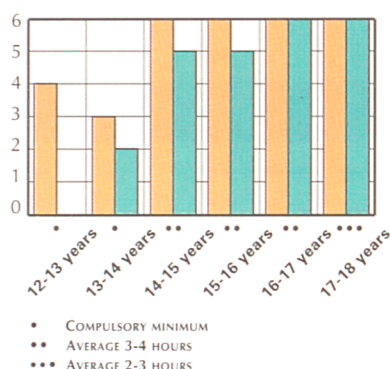
Two elements were considered: the number of years during which the first and second languages are taught and the number of hours of teaching given per week⁵.

The time allocated to foreign languages at secondary level varies from one Member State to another. In general, three to four hours per week are devoted to the first and second languages. This may be slightly less in certain years or certain courses.

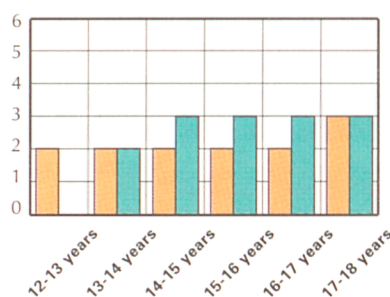
BELGIUM (French Community)
MAXIMUM HOURS PER WEEK



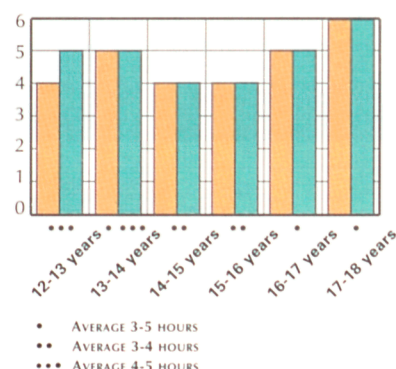
BELGIUM (Flemish Community)
MAXIMUM HOURS PER WEEK



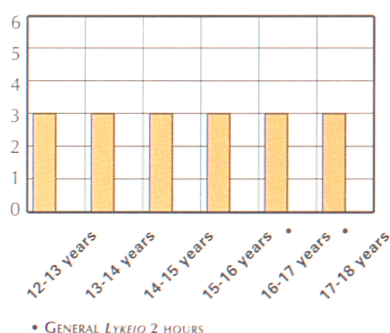
DENMARK
HOURS PER WEEK



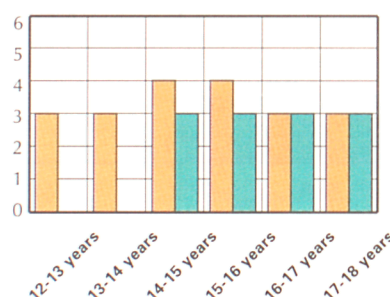
GERMANY (GYMNASIUM)
MAXIMUM HOURS PER WEEK



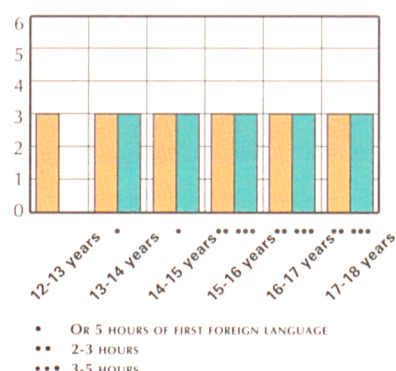
GREECE
HOURS PER WEEK



SPAIN PRE-REFORM
HOURS PER WEEK



FRANCE
MAXIMUM HOURS PER WEEK

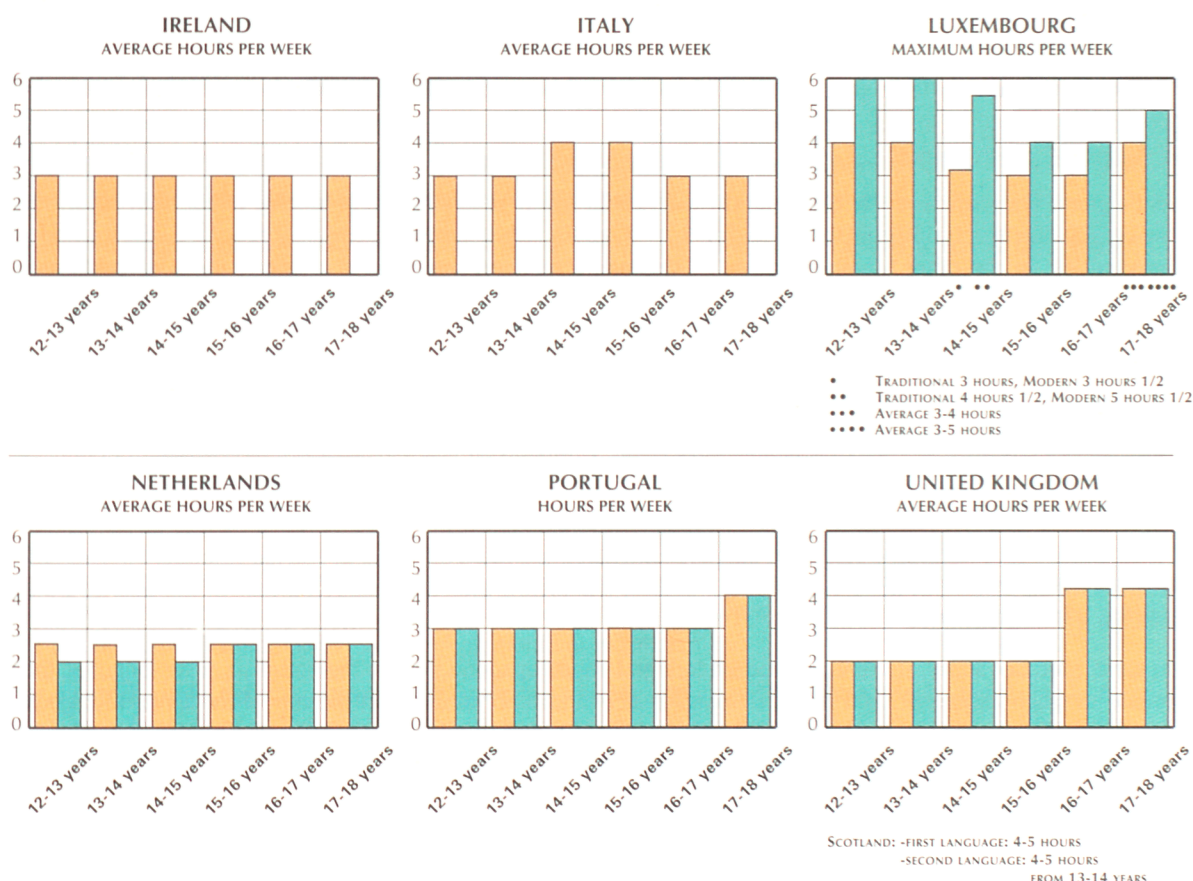


⁵ Since each Member State used its own method of calculation, we have indicated for each country whether the number is the average, maximum or actual number of hours per week, as the difference affects the possibility of making comparisons between Member States.

In exceptional cases, six hours may be allocated to the teaching of foreign languages, often depending on the options chosen by the pupils.

Looking at different age groups within the same Member State, there does not appear to be any steady or uniform increase in the amount of teaching time between the ages of 12 to 13 and 17 to 18 years. Depending on the Member State, the number of weekly hours increases and/or diminishes in equal proportions throughout the years of secondary education. Three Member States (Greece, France, Ireland) keep the same number of hours (three per week) between ages 12 and 18.

In some Member States - for instance, in Denmark, between ages 14 and 17, and in Luxembourg for all age groups - the weekly number of teaching hours in the second language exceeds, at a certain age, the number devoted to the first language.



Source: Eurydice 1994



INITIAL TRAINING OF FOREIGN LANGUAGE TEACHERS FOR PRIMARY AND SECONDARY SCHOOLS

In most Member States, **primary teachers** undertake an initial higher education teacher training course of three or four years. This is at non-university level in Belgium, Denmark, Italy, Luxembourg, the Netherlands and Portugal, and at university level in Spain, Ireland and Greece. In Germany, France (as from 1992), Portugal (for the final years of primary education), and the United Kingdom, training usually comprises an academic course in the language(s) concerned at a university for 3 to 4 years, followed by a post-graduate teacher training course of 1-2 years.

In Member States where the teaching of modern foreign languages was already compulsory, the teacher is a general primary school teacher whose initial training either automatically includes foreign languages (Denmark, Luxembourg and the Netherlands), or allows for specialisation in one or more foreign languages (Belgium, Spain and Portugal).

In those Member States which have recently introduced, or are in the process of introducing, foreign language teaching at this level, the appropriate training of a sufficient number of teachers is a major concern. In some cases, the initial training of future teachers is being adapted to the new requirements (Spain and France); in others, primary school teachers already in service have undergone or are undergoing special retraining (Italy, the Netherlands and Scotland). In addition, teachers initially trained to teach foreign languages at secondary level are teaching in primary schools (Greece, France and Scotland).

Teachers at secondary level are specialists in at least one modern foreign language, sometimes two. This often depends on whether they teach at lower secondary level or upper secondary level; some Member States differentiate, others do not.

In Belgium, Denmark and the Netherlands, teachers at lower secondary level receive initial training at non-university teacher training institutions for 3 or 4 years, while upper secondary teachers are trained at universities. In the other Member States, all secondary teachers are trained at universities. In most cases, training comprises an academic course in the language(s) concerned, followed by a post-graduate teacher training course. The academic course usually lasts 3 or 4 years (Belgium, Greece, France, Ireland, Italy, Luxembourg, the Netherlands and the United Kingdom); it lasts 5 years in Denmark and Spain, 5-6 years in Portugal and 3-5 years in Germany. Teacher training usually lasts one year; in Denmark, it lasts 5 months, in France (as from 1992) and Germany, it lasts up to 2 years, and in Luxembourg, it lasts 3 years.

In Greece, Italy and Portugal, teachers may enter the teaching profession before undergoing a specific course of teacher training.

As at primary level, changes in foreign language provision are often reflected in teacher training. For example, in the United Kingdom, there has recently been a significant increase in the number of entrants to initial teacher training in foreign languages.

In some Member States, students of modern foreign languages spend time in the country whose language they intend to teach as part of their initial training. In Scotland, and normally in the rest of the United Kingdom, future teachers are required to spend time abroad. In Germany, time abroad is strongly recommended, and is sometimes compulsory. In other Member States, time abroad is optional.

Students mainly spend the period abroad as a foreign language assistant in a school or other educational institution, or study at a university. The majority of Member States are now involved in the exchange of foreign language assistants, but not all to the same extent - Germany, France and the United Kingdom are still the dominant partners, followed by Spain, Ireland, Italy, and to lesser extent by Belgium, Denmark, the Netherlands and Portugal.

LINGUA:

A COMMUNITY INITIATIVE

INTRODUCTION

The creation of a Europe without frontiers in which individuals and ideas can move freely will be possible only if there real communication between its citizens. Knowledge of foreign languages and cultures is the main prerequisite for such communication and is also the focus of LINGUA, an action programme of the Commission of the European Communities established by the Council Decision of 28 July 1989.

The European Union's linguistic and cultural resources represent real wealth, and Lingua encourages the teaching of all of the languages of the Union. Lingua stresses the importance of the least widely used and least taught languages of the European Union. The Lingua programme covers the Union's nine official languages plus Irish and Letzeburgesch.

The Lingua programme comprises a number of common guidelines for policies which the Member States adopt within their internal structures, taking into account their education and training systems, and a series of Community measures which provide added value to Member State measures.

These Community measures aim to:

- improve in-service training for language teachers through the establishment of cooperation between continuing training institutions and through providing grants to enable teachers to pursue in-service training in a Member State where the language they teach is spoken;
- enable students of foreign languages, and future teachers in particular, to spend a period of training in a Member State where the language they are studying is spoken;
- encourage the improvement of language competence in the business world (through the development of language audits, teaching materials and certification frameworks for enterprises);
- promote exchanges of young people within the framework of joint educational projects;
- support innovation in teaching methods by providing aid to associations active in this area and assistance in the development of innovative teaching materials for the least widely used and least taught languages.

One of Lingua's main features is its transversal nature. Lingua is aimed at a wide variety of target groups, including young people, workers, students and teachers. Its transversal dimension is evident in the various actions of the programme, which also complement one another.

For example, links develop between the in-service training action and the action dedicated to initial teacher training in institutions of higher education. Actions concerned with the world of education and the action for language teaching in economic life also complement one another.

THE EDUCATIONAL ROLE AND IMPACT OF THE LINGUA PROGRAMME

New initiatives in the teaching of foreign languages: Lingua's innovative role

According to Article 126 of the Treaty on European Union, the Community shall contribute to the development of the quality of teaching by encouraging cooperation between Member States. If appropriate, the Community supports and complements their actions, taking into account Member States' responsibility for the content and organisation of their educational systems.

With its ever increasing impact, the Lingua programme has clearly played a significant role in encouraging Member States to become aware of the economic and cultural importance of multi-lingualism in a Europe without frontiers.

Knowledge of foreign languages is being strengthened everywhere. The creation of a European Union where everyone can move freely has raised awareness of the need for training in foreign languages. As an external report evaluating the programme and a report on the teaching of foreign languages in the Member States have shown, Lingua has responded to this need by introducing a European dimension to teaching.

All the major developments in the teaching of foreign languages at present correspond to actions and priorities established by the Lingua programme.

Lingua has been a driving force behind the development of new **teaching guidelines** and initiatives. For example, European Cooperation Programmes between in-service training institutions, seminars and colloquia on the didactics of foreign languages, the development of innovative teaching materials more focused on the learner, and exchanges of young people within the framework of Joint Educational Projects have served as testing grounds where methodological innovation could grow. Lingua has also, through these projects, helped to make foreign language teachers more aware of the importance of transnational cooperation, mobility and synergy - in other words, of ending their isolation.

Diversification is another priority of the Lingua programme. In Germany and France, this has taken the form of opening up programmes to the least widely used and least taught languages, clear proof that Member States whose languages are among the most widely used are well aware that knowledge of several foreign languages, including the least widely used, is an essential element in cementing the Union.

It is interesting to note that Lingua actions concerned with the **mobility** of the various education sectors are increasingly combined with training visits to another Member State, organised at the initiative of national educational authorities, as in the Netherlands or Germany for example.

The fact that the Member States have welcomed this fundamental aspect of Community language policy is a very encouraging development and this example should be followed in other areas.

More generally, within the framework of Lingua, frequent encounters between key individuals active in language teaching in the various Member States have triggered dynamic exchanges of experience between Member States.

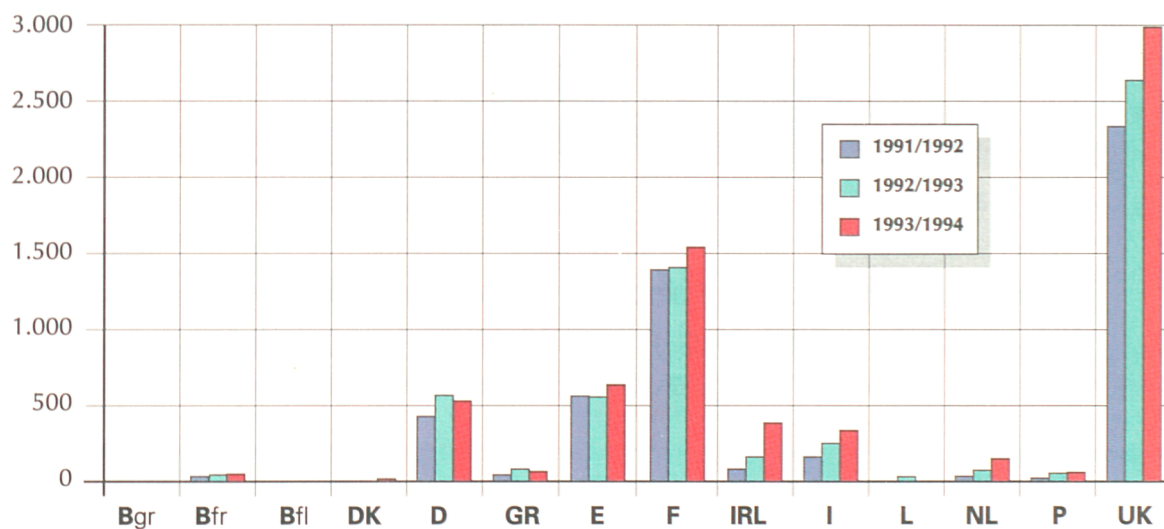
Initial and in-service training of teachers enhanced by mobility and transnational cooperation

Whether through mobility (figures include the academic year 1993/94) for more than 21 000 students in higher education, or the 665 Inter-university Cooperation Programmes (ICPs), the Lingua programme has unquestionably added value to the initial training of foreign language teachers, from the point of view of both mastering foreign language and knowledge of the culture of the host country and increased awareness of European citizenship among future teachers. The positive effects of this action are already apparent in the increased competence of the teachers who have participated and, indirectly, of their pupils.

Where in-service teacher training is concerned, Lingua mobility grants have enabled more than 18 000 teachers to spend time in the country of the language they teach. It is of utmost importance to the Europe of tomorrow that foreign language teachers, as linchpins in the promotion of intercultural understanding, be able to transcend political and cultural barriers during their training.

As the table below shows, there is still work to be done to achieve the goal of diversification. The distribution of grants for various target languages remains stable and reflects, more or less, the languages taught in various Member States. The graph also illustrates the rise, between 1991 and 1994, in the number of teachers participating in a structured Lingua activity.

GRAPH L16: ACTION IA - NUMBERS OF PARTICIPANTS BY HOST COUNTRY AND LANGUAGE, 1991/92, 1992/93 AND 1993/94



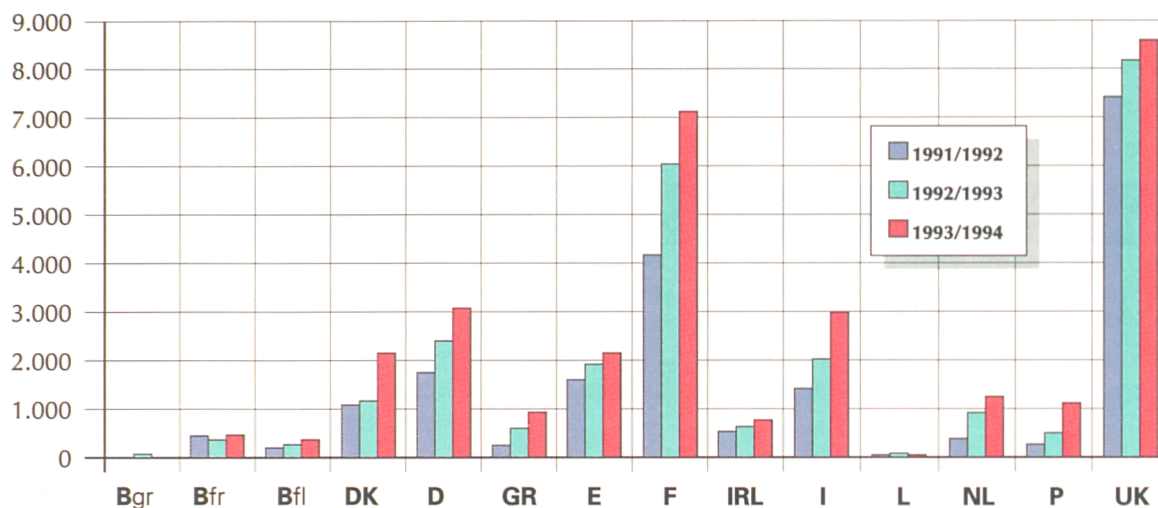
European Cooperation Programmes (ECP) for cooperation between in-service teacher training establishments have helped to change some in-service training practices. Several institutions have begun to train teachers from other Member States in their national language.

Joint projects and exchanges for young people aged 16 to 25.

As of the academic year 1993/94, 70 000 young people and 7 000 teachers had taken part in some 3 600 joint educational projects. These projects provided a unique opportunity to work together on a topic of common interest and to complete a project where exchange was a key element and the main objectives were to generate more motivation to learn foreign languages and, in particular, to gain a better knowledge of the partner's language.

The table below illustrates a clear trend towards diversification in the choice of host country for joint educational projects, with minimal growth in the UK compared to the other Member States. Compared to the total number of participants for all Member States, the UK growth rate actually fell by 10%.

GRAPH L17: ACTION IV - NUMBERS OF PARTICIPANTS BY HOST COUNTRY AND LANGUAGE, 1991/92, 1992/93 AND 1993/94



Priority support for teaching and learning the least widely used and least taught languages: towards greater diversification

By awarding specific priority in all of its actions to projects which include among their target languages the European Union's least widely used languages, the Lingua programme is playing an increasingly important role in the quantitative and qualitative improvement of the teaching and learning of these languages.

One of the actions of the Lingua programme is exclusively devoted to the development of teaching materials, general in scope, for the least widely used languages. A growing number of these projects are now reaching the stage where dissemination of their products can begin. They cover all Lingua languages and incorporate a very important cultural dimension, and as such, are valuable tools for the continuing education of the general public. However, in spite of the remarkable growth of such projects, basic work remains to be done at national as well as transnational level to raise citizens' awareness of the advantages of learning these languages.

The citizen wanting to learn a less widely used language is no longer faced with an almost total lack of good quality teaching materials, and needs to be informed of their existence and of where they can be obtained.

The Lingua action which supports the development of foreign languages in economic life is also characterised by diversification, as can be seen by the fact that English and French are the target languages of less than a third of these projects. The business world is now aware of the importance of being able to speak the customer's language and understand the customer's culture.

PRODUCTION AND DISSEMINATION OF LINGUA TEACHING MATERIALS

The wealth of material developed under the various actions is notably distinguished for its high technological and methodological nature and for its emphasis on greater autonomy for the learner and on open and distance learning of foreign languages, thereby allowing regions with less developed means of communication to benefit.

There are as many software products as there are printed materials, and many of these products were among the first to use optical storage devices such as CD-ROM and advanced methods of communication (modem, satellite television and video-conferencing).

The dissemination of Lingua products is normally the responsibility of project partners themselves, but some degree of coordination is necessary for developing a network of resource centres in each Member State to provide information to various target groups about the availability of teaching materials produced both within and outside the framework of Lingua.

In some cases, these resource centres might also provide product demonstrations, offer guidance and advise target groups. A computerised data base of teaching materials is currently being prepared and will be the basis for a catalogue of products which will be produced in addition to the usual Projects Compendium.

A series of public events, such as conferences and colloquia, which are given broad media exposure whenever possible, will also ensure a wider dissemination of information.

THE FUTURE OF LINGUA: THE SOCRATES AND LEONARDO PROGRAMMES

In an effort to streamline and increase the effectiveness of its current programmes, the Commission proposed regrouping them under either the Socrates programme for actions related to education or the Leonardo da Vinci programme for actions in the area of vocational training. A third programme will continue the work of Youth for Europe.

Most of the Lingua programme, including actions concerned with higher education, youth exchanges, in-service training of teachers and teaching materials relating to foreign languages in general, will be incorporated into the new Socrates programme. Only the Lingua action involving specialised languages for economic life will come under the future Leonardo programme.

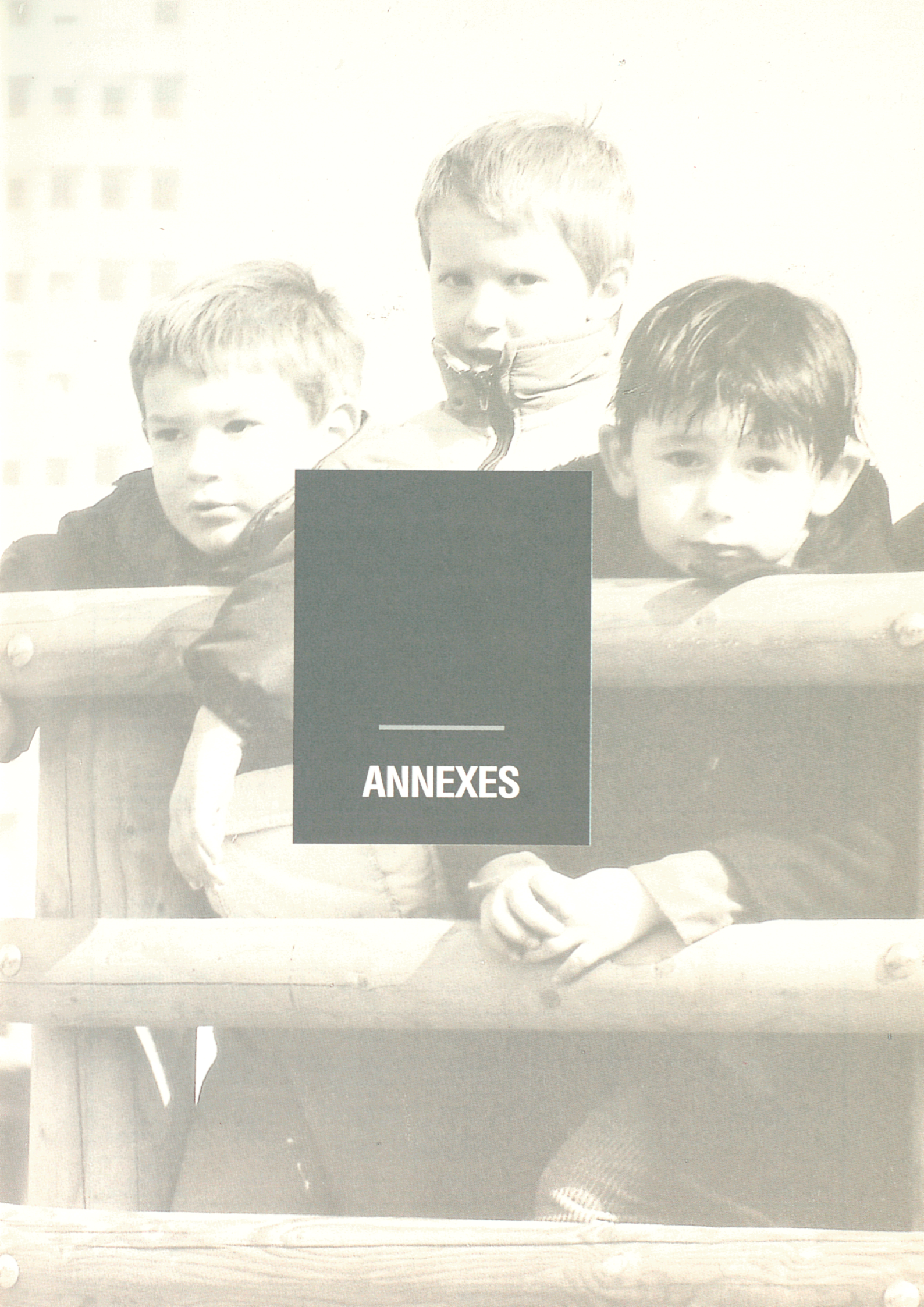
On the basis of a report evaluating the programme and its obvious impact on its various target groups, the Commission decided not only to maintain the Lingua programme but also to build on its strengths.

The Lingua programme, which up until now carried out specific actions in parallel to other Community programmes, will from now on encompass the linguistic dimension of all of the actions of the Socrates and Leonardo programmes.

This reorganisation of Lingua actions into two new programmes will serve to maintain the coherence of linguistic policy at European Union level.

In addition, the continuity between the current Lingua actions and those of future programmes will be assured. No interruption will upset the momentum of the multiannual projects already under way, which will continue to develop in the new context.





ANNEXES

PRE-SCHOOL EDUCATION

POPULATION STATISTICS AND ATTENDANCE RATES BY MEMBER STATE AND INSTITUTION

| | B | DK | D | GR | E | F |
|------------------------------------|--|--|--|--|--------------------|--|
| 2-year-olds | 122.333 | 61.711 | | | 405.738. | 751.816 |
| Pupils/ Enrolment rate | Ecoles maternelles 42.976 35.1 % | Børnehaver 2643 4.28 % Aldersinteg. inst. 5757 9.33 % | | | | Ecoles maternelles 192.237 25.58 % Classes enfantines 66.442 8.83 % |
| Total pupils/ Enrolment rate | 42.976 35.1 % | 8400 13.61 % | | | 29.374 7.22 % | 258.679 34.41% |
| 3-year-olds | | | | (3-4 1/2 years) 161.750 (e) 108.500 | | |
| | 121.438 | 59.380 | 880.000 | | 411.281 | 759.009 |
| Pupils/ Enrolment rate | Ecoles maternelles 118.550 97.6% | Børnehaver 22.762 38.33 % Aldersinteg. inst 10.862 18.29 % | Kindergarten 410.000 46.6 % | Nipiagogio (3-4 1/2 years) 44.750 27.67 % | | Ecoles maternelles 581.184 76.57% Classes enfantines 168.880 22.25 % |
| Total pupils/ Enrolment rate | 118.550 97.6 % | 33.624 56.62 % | 410.000 46.6 % | (3-4 1/2 years) 44.750 27.67 % | 153.190 37.2 % | 750.064 98.82 % |
| 4-year-olds | | | | (4 1/2-5 1/2 years) 109.805 (e) 106.500 | | |
| | 119.011 | 56.886 | 880.000 | | 416.318 | 760.455 |
| Pupils/ Enrolment rate | Ecoles maternelles 118.203 99.3 % | Børnehaver 30.564 53.73 % Aldersinteg. inst. 12.539 22.04 % | Kindergarten 661.000 75.1 % | Nipiagogio (>4 1/2 years) 83.291 75.85 % | | Ecoles maternelles 588.127 77.33 % Classes enfantines 182.655 24.02 % |
| Total pupils/ Enrolment rate | 118.203 99.3 % | 43.103 75.77 % | 661.000 75.1 % | 83.291 75.85 % | 398.700 95.8 % | 770.782 100 % |
| 5-year-olds | 118.821 | 56.245 | 851.000 | | 433.640 | 772.761 |
| Pupils/ Enrolment rate | Ecoles maternelles 118.399 99.6 % | Børnehaver 30.099 53.51 % Aldersinteg. inst. 12.446 22.13 % | Vorklassen 14.753 / 1.7 % Schulkinder- garten 1.848 / 0.2 % Kindergarten 718.000 84.3 % | | | Ecoles maternelles 574.935 74.40 % Classes enfantines 196.028 25.37 % |
| Total pupils/ Enrolment rate | 118.399 99.6 % | 42.545 75.6 % | 734.601 86.3 % | | 435.139 100.3 % | 770.963 99.77 % |
| 6-year-olds | 115.600 | 54.919 | 840.000 | | | 763.925 |
| Pupils/ Enrolment rate | | Børnehaveklasse + Unquantified prop. in Børnehaver and aldersinteg. inst. 47.279 86.08 % | Vorklassen 20.561 / 2.4 % Schulkinder- garten 25.941 / 3.1 % Kindergarten 582.000/69.3% | | | Ecoles maternelles 5373 0.7 % Classes enfantines 2607 0.3 % |
| Total pupils/ Enrolment rate | 2922 2.5 % | 47.279 86.08 % | 628.502 74.8 % | | | 7980 1.04 % |
| 7-year-olds | | 3 à 5 % (e) Børnehaveklasse | | | | |

(e) = estimate

POPULATION STATISTICS AND ATTENDANCE RATES BY MEMBER STATE AND INSTITUTION

| | I | IRL | L | NL | P | UK |
|------------------------------------|--|---|--|--|--|--|
| 2-year-olds | | | | | | Mid-91 769.965 |
| Pupils/ Enrolment rate | | | | | | Nursery classes 213 Private 404 |
| Total pupils/ Enrolment rate | | | | | | 617 |
| 3-year-olds | 577.856 | 53.990 | | 187.902 | 115.500 | 780.937 |
| Pupils/ Enrolment rate | Scuola materna 265.565 46 % | Infant classes 638 1.2 % | | Basisonderwijs ± 2750 (1 à 2% of 4-year-olds) | Jardins de Infância Min. Educ. + Min. Social Affairs 40.000 34.63 % | Nursery classes 226.482 Private : 808 Recept. classes + independent 27.270 |
| Total pupils/ Enrolment rate | 510.700 (e) 88 % | 638 1.2 % | | ± 2750 (1 à 2% of 4-year-olds) | 40.000 34.63 % | 254.540 32.6 % |
| 4-year-olds | 560.465 | 57.187 | 4585 | 188.752 | 118.600 | 771.651 |
| Pupils/ Enrolment rate | Scuola materna 277.546 49.5 % | Infant classes 31.829 55.7 % | Jardins d'enfants (4 + 5-year-olds) 8.689 92.97 % | Basisonderwijs (3 + 4-year-olds) 184.175 97.6 % | Jardins de Infância Min. Educ. + Min. Social Affairs 60.000 50.59 % | Nursery classes 183.478 Private : 576 Recept. classes + independent 379.269 |
| Total pupils/ Enrolment rate | 533.742 (e) 95 % | 31.829 55.7 % | 8.689 92.97 % (4 + 5-year-olds) | 184.175 97.6 % | 60.000 50.59 % | 563.323 73 % |
| 5-year-olds | 561.972 | 59.695 | 4.761 | 187.200 | 121.900 | 753.652 |
| Pupils/ Enrolment rate | Scuola materna 282.464 50 % | Infant classes 59.592 99.6 % | See above | Basisonderwijs 183.427 98.0 % | Jardins de Infância Min. Educ. + Min. Social Affairs 75.000 | Nursery classes 476 Private 33 |
| Total pupils/ Enrolment rate | 543.200 (e) 96 % | 59.592 99.6 % | | 183.427 98.0 % | 75.000 61.52 % | 509 |
| 6-year-olds | | | | | | |
| Pupils/ Enrolment rate | | | | | | |
| Total pupils/ Enrolment rate | | | | | | |

(e) = estimate

POPULATION STATISTICS AND ATTENDANCE RATES BY MEMBER STATE AND INSTITUTION

| | England Age at 31 August | Wales (2) Age at 31 December | Scotland Age at 31 December | Northern Ireland Age at 31 December |
|------------------------------------|--|---|--|---|
| 2-year-olds | 643.500 | 37.900 | 64.111 | 25.550 |
| Pupils/ Enrolment rate | 27225 4 % Nursery sch. & clas. 163 Infant classes 6872 / 1 % Independent schools. 1217 Special sch. | 1778 4.69 % Public Sector 86 0.20 % Independent + Special schools 7 | 213 0.3 % Public sector 404 0.6 % Private (1) | 1 Grant-aided Nursery schools |
| Total pupils/ Enrolment rate | 35.477 | 1871 4.94 % | 617 0.9 % | |
| 3-year-olds | 651.200 | 39.400 | 66.414 | (3 and 4-year-olds) 52820 26.100 |
| Pupils/ Enrolment rate | 247.360 38 % Nursery sch. & clas. 1252 Infant classes 20052 3 % Independent schools 2551 Special sch. | 17842 45.3 % Public Sector 301 0.8 % Independent 100 / 0.3 % Special schools | 12.394 18.7 % Public sector 808 1.2 % Private | 2.581 9.89 % Grant-aided Nursery schools |
| Total pupils/ Enrolment rate | 271.215 41.6 % (e) : 216.287 33 % | 18.243 46.3 % | 13.202 19.9 % + part of the 11.420 of the 3 and 4- year-olds in Independent schools | 2.581 9.89 % + part of the 2562 (Nursery classes) and 16.879 (recept classes, infant classes) 3 and 4-year-olds |
| 4-year-olds | 631.400 | 38.700 | 65.213 | 26.720 |
| Pupils/ Enrolment rate | 55.150 8.7 % Nursery sch. & clas. 298.561 Infant classes 18.942 3 % Independent schools. 2.112 Special schools | 33.729 87.2 % Public Sector 472 1.2 % Independent 137 0.4 % Special schools | 32.155 49.3 % Public sector 576 0.9 % Private | 2598 9.72 % Grant-aided Nursery schools |
| Total pupils/ Enrolment rate | 374.765 59.35 % (3) (e) : 465.170 74 % | 34.338 88.73 % | 32.731 50.2 % part of the 11.420 of the 3 and 4-year-olds in ind. schools (17%) | + part of the 2562 (Nursery classes) and 16.879 (recept classes, infant cl.) of the 3 and 4-year-olds |
| 5-year-olds | 623.800 | 38.200 | 65.811 | 26.440 |
| Pupils/ Enrolment rate | | | 476 / 0.7 % Public sector 33 / 0.1 % Private | |
| Total pupils/ Enrolment rate | | | 509 0.8 % | |
| | (3) excludes pupils who became 5 years of age by 1 January of the following year | (2) Part-time + full-time | (1) March 1992 figure (private) | |

(e) = estimate: age at 31 December.

POPULATION STATISTICS AND SCHOOL ENROLMENT RATES AT 3 YEARS OF AGE, BY REGION

| 3-year-olds/regions | B | DK | D | GR | E | F excluding Overseas Territories |
|--|------------------------------|-----------------------------|---|---|--|---|
| Total Population Pupils Rate | 121.438 118.438 97.6 % | 59.380 33.624 56.62 % | 880.000 410.000 46.6 % | 3-4 1/2-year-olds 44.750 161.750 (e) 27.67 % | 153.190 | 759.009 750.064 98.82 % |
| REG 1 Population Pupils Rate | | | BADEN-WÜRTT. 112.000 47.000 41.8 % | VOREIA ELLADA 52.297 (e) 17.462 33.39 % | NOROESTE 37.780 16.316 43.2 % | ILE-DE-FRANCE 153.727 154.531 100 % |
| REG 2 Population Pupils Rate | | | BAYERN 128.000 40.000 31.4 % | KENTRIKI ELLADA 35.712 (e) 11.791 33.02 % | NORESTE 35.629 28.004 78.6 % | BASSIN PARISIEN 140.957 134.496 95.41 % |
| REG 3 Population Pupils Rate | | | BERLIN 37.000 29.000 77.3 % | ATTIKI 56.575 (e) 10.108 17.87 % | MADRID 51.612 16.707 32.4 % | NORD-PAS-DE-CALAIS 60.619 60.167 99.25 % |
| REG 4 Population Pupils Rate | | | BRANDENBURG 32.000 29.000 92.1 % | NISIA 16.895 (e) 5.389 31.90 % | CENTRO 55.992 24.280 43.4 % | EST 69.268 66.562 96.09 % |
| REG 5 Population Pupils Rate | | | BREMEN 8.000 0 % | | ESTE 103.504 51.175 49.4 % | OUEST 95.138 96.496 100 % |
| REG 6 Population Pupils Rate | | | HAMBURG 13.000 0 % | | SUD 107.543 14.554 13.5 % | SUD-OUEST 67.004 65.617 97.92 % |
| REG 7 Population Pupils Rate | | | HESSEN 61.000 24.000 38.6 % | | CANARIAS 19.221 2.154 11.2 % | CENTRE-EST 89.576 88.516 98.81 % |
| REG 8 Population Pupils Rate | | | MECKLENB.-V. 31.000 28.000 89.1 % | | | MEDITERRANEE 82.220 83.679 100 % |
| REG 9 Population Pupils Rate | | | NIEDERSACHSEN 76.000 27.000 35.4 % | | | |
| REG 10 Population Pupils Rate | | | NORDRH.-WESTF. 181.000 41.000 22.6 % | | | |
| REG 11 Population Pupils Rate | | | RHEINL.-PFALZ. 35.000 14.000 39.8 % | | | |
| REG 12 Population Pupils Rate | | | SAARLAND 13.000 6.000 46.10 % | | | |
| REG 13 Population Pupils Rate | | | SACHSEN 58.000 53.000/ 91.4 % | | | |
| REG 14 Population Pupils Rate | | | SACHSEN - ANH. 37.000 30.000 81 % | | | |
| REG 15 Population Pupils Rate | | | SCHLESWIG - H. 28.000 9.000 31.3 % | | | |
| REG 16 Population Pupils Rate | | | THÜRINGEN 32.000 29.000 90.2 % | | | |

POPULATION STATISTICS AND SCHOOL ENROLMENT RATES AT 3 YEARS OF AGE, BY REGION

| 3-year-olds/regions | I | IRL | L | NL | P | UK |
|--|---|------------------------|---|---|--|--|
| Total Population Pupils Rate | 577.856 | 54.300 638 1.2 % | | 187.902 ± 2750 (e) ± 1.5 % | 115.500 40.000 34.63 % | 3 + 4-year-olds 783.100 |
| REG 1 Population Pupils Rate | NORD- OUEST 45.673 43.453 (E) 95 % | | | NOORD- NEDERLAND 18.956 284 (E) ± 1.5 % (e) | CONTINENTE 109.505 38.700 35.34 % | NORTH 81.397 62.463 77 % |
| REG 2 Population Pupils Rate | LOMBARDIA 76.085 71.659 (e) 94 % | | | OOST- NEDERLAND 40.255 594 (e) ± 1.5 % (e) | R.A. ACORES 2902 700 24.12 % | YORKSHIRE & HUMBERSIDE 135.084 84.675 63 % |
| REG 3 Population Pupils Rate | NORD-EST 56.640 50.961 (e) 90 | | | WEST- NEDERLAND 88.164 1274 (e) ± 1.5 % (e) | R.A. MADEIRA 3.093 600 19.40 % | EAST MIDLANDS 107.199 56.703 53 % |
| REG 4 Population Pupils Rate | EMILIA ROMAGNA 26.305 24.528 (e) 93 % | | | ZUID- NEDERLAND 40.527 599 (e) ± 1.5 % (e) | | EAST ANGLIA 54.368 21.498 60 % |
| REG 5 Population Pupils Rate | CENTRO 45.568 45.914 (e) 100 % | | | | | SOUTH EAST 471.713 208.572 45 % |
| REG 6 Population Pupils Rate | LAZIO 50.362 42.355 (e) 84 % | | | | | SOUTH WEST 117.997 46.071 39 % |
| REG 7 Population Pupils Rate | CAMPANIA 84.424 78.975 (e) 93.5 % | | | | | WEST MIDLANDS 144.412 85.814 60 % |
| REG 8 Population Pupils Rate | ABRUZZI MOLISE 15.754 15.677 (e) 99.5 % | | | | | NORTH WEST 177.182 115.661 65 % |
| REG 9 Population Pupils Rate | SUD 90.757 89.049 (e) 98 % | | | | | WALES 77.164 54.453 70 % |
| REG 10 Population Pupils Rate | SICILIA 68.895 58.024 (e) 84 % | | | | | SCOTLAND 131.415 57.353 45 % |
| REG 11 Population Pupils Rate | SARDEGNA 16.801 16.231 (e) 97 % | | | | | NORTHERN IRELAND 52.657 24.620 47 % |

SOURCE OF POPULATION AND OTHER STATISTICS

Belgium

Statistics, population data, rates - Ministry of Education.

Denmark

Statistics - Den Sociale Ressource Opgørelse.

Population data - Danmarks Statistiks Officielle Befolkningstal.

Germany

Statistics, population data, rates - Bundesministerium für Bildung und Wissenschaft.

Greece

Statistics - Directorate of Investment Planning and Operational Research, Ministry of Education.

Population data - EUROSTAT.

Spain

Statistics, rates - INE.

France

Statistics, rates and population data - Direction de l'Evaluation et de la Prospective.

Italy

Population data - Compendio Statistico Italiano - ISTAT.

Ireland

Population data - EUROSTAT.

Luxembourg

Ministry of Education.

Netherlands

Statistics and population data - Statistiek van het basisonderwijs, het speciaal onderwijs en het voortgezet speciaal onderwijs 1991/92: scholen en leerlingen. Centraal Bureau voor de Statistiek. Voorburg/Heerlen, 1992.

Portugal

Statistics - DEPGEF.

Population data - DEPGEF and EUROSTAT.

United Kingdom

Statistics, rates and population data - Department for Education

England: Department for Education.

Wales: Statistics of Education and Training in Wales, Population Estimates Unit, OPCS.

Scotland: General Register Office for Scotland.

Northern Ireland: Population projections by the Government Actuary.

SECONDARY EDUCATION

NUMBERS OF GIRLS AND BOYS OBTAINING A LEAVING CERTIFICATE, 1990/91

| | UPPER SECONDARY | | GENERAL UPPER SECONDARY | | VOCATIONAL UPPER SECONDARY | |
|---------------------------------|--------------------|---------|----------------------------|--------|-------------------------------|---------|
| | Girls | Boys | Girls | Boys | Girls | Boys |
| B | N/A | N/A | N/A | N/A | N/A | N/A |
| DK | 45096 | 39717 | 12496 | 6832 | 32600 | 32885 |
| D | 415714 | 447033 | 90619 | 87109 | 325095 | 359924 |
| GR | N/A | N/A | N/A | N/A | N/A | N/A |
| E | 225113 | 195898 | 123388 | 98033 | 101725 | 97865 |
| F (91/92) | 430378 | 420180 | 152468 | 114643 | 277910 | 305537 |
| IRL (91/92) | N/A | N/A | N/A | N/A | N/A | N/A |
| I | 297081 | 267644 | 69364 | 55877 | 227717 | 211767 |
| L | N/A | N/A | N/A | N/A | N/A | N/A |
| NL | 64562 | 69275 | 34853 | 341491 | 29709 | 37784 |
| P | N/A | N/A | N/A | N/A | N/A | N/A |
| UK | N/A | N/A | N/A | N/A | N/A | N/A |
| EU (7 Member States) | 1506492 | 1466478 | 483188 | 703985 | 994756 | 1045762 |

CALCULATION OF ANNUAL NUMBER OF TEACHING HOURS IN LOWER (FIRST CYCLE) SECONDARY EDUCATION

| | Weekly load | Number of days per week | Daily load | Number of days p. a. | Annual load |
|------------------------|-----------------------|-------------------------|---------------------------|----------------------|---------------------------------------|
| B (fr + gr) | 28 / 32 x 50' | 5 | 280' - 320' | 182 | 50960' - 58240' 849h20' - 970h40' |
| B (fl) | 32 / 34 x 50' | 5 | 320' - 340' | 182 | 58240' - 61880' 970h40' - 1031h20' |
| DK | 24 x 45' (minimum) | 5 | 216' | 200 | 43200' 720h |
| D | 26 / 36 x 45' | 5 6 | 234' - 324' 195' - 270 | 188 208 | 43992' - 60912' 733h12' - 1015h12' |
| G | 30 / 32 x 40' / 45' | 5 | 240' - 288' | 175 | 42000' - 50400' 700h - 840h |
| E | 25 x 60' | 5 | 300' | 170 | 51000' 850h |
| F | 25,5 / 30 x 55' | 5 | 280,5' - 330' | 158 | 44319' - 52140' 739h - 869h |
| IRL | 45 x 35' / 40' | 5 6 | 360' 300' | 180 200 | 64800' - 60000' 1080h - 1000h |
| I | 30 x 60' 40 x 60' | 6 | 300' 400' | 200 (minimum) | 60000' - 80000' 1000h - 1333h20' |
| L | 30 x 50' | 6 | 250' | 216 | 54000' 900h |
| NL | 32 x 50' | 5 | 320' | 200 | 64000' 1066h40' |
| P | 34 x 50' | 5 6 | 310' - 340' 258 | 175 212 | 54250' - 59500' 904h - 992h |
| UK E/W + NI | 24 x 60' | 5 | 288' | 190 (minimum) | 54720' 912h |
| SC | 27,5 h | 5 | 330' | 190 | 62700' 1045h |

CALCULATION OF ANNUAL NUMBER OF TEACHING HOURS IN UPPER SECONDARY (SECOND CYCLE) GENERAL EDUCATION

| | Weekly load | Number of days per week | Daily load | Number of days p. a. | Annual load |
|------------------------|---------------------|-------------------------|----------------------------|----------------------|---------------------------------------|
| B (fr + gr) | 28 - 34/36 x 50' | 5 | 280' - 360' | 182 | 50960' - 65520' 849h20' - 1092h |
| B (fl) | 28 / 34 x 50' | 5 | 280' - 340' | 182 | 50960' - 61880' 849h20' - 1031h20' |
| DK | 30 / 32 x 45' | 5 | 270' - 288' | 200 | 50760' - 55836' 846h - 931h |
| D | 30 / 33 x 45' | 5 6 | 270' - 297' 225' - 248' | 188 208 | 43992' - 60912' 733h12' - 1015h12' |
| GR | 30 / 32 x 45' | 5 | 270' - 288' | 175 | 47250' - 50400' 787h30' - 840h |
| E | 29 x 50' | 5 | 290' | 170 | 49300' 821h40' |
| F | 29,5 / 35 x 55' | 5 | 324,5' - 385' | 158 | 51271' - 60830' 855h - 1014h |
| IRL | 45 x 35' / 40' | 5 6 | 360' 300' | 180 200 | 64800' - 60000' 1080h - 1000h |
| I | 25 / 30 x 60' | 6 | 250' - 300' | 200 (minimum) | 50000' - 60000' 833h20' - 1000h |
| L | 30 x 50' | 6 | 250' | 216 | 54000' 900h |
| NL | 28 / 32 x 50' | 5 | 280' - 320' | 195 | 54600' - 62400' 910h - 1040h |
| P | 31 / 42 x 50' | 5 6 | 310' - 420' 258' - 350' | 175 212 | 54240' - 73500' 904h - 1225h |
| UK E/W + NI | 35 / 40 x 35' / 40' | 5 | 245' - 320' | 190 (minimum) | 46550' - 60800' 775h - 1013h20' |
| SC | 27,5 h | 5 | 330' | 190 | 62700' 1045h |

**CALCULATION OF ANNUAL NUMBER OF TEACHING HOURS
IN UPPER SECONDARY (SECOND CYCLE) VOCATIONAL EDUCATION**

| | Weekly load | Number of days per week | Daily load | Number of days p. a. | Annual load |
|------------------------|---------------------|-------------------------|------------------------------|----------------------|--|
| B (fr + gr) | 34 / 36 x 50' | 5 | 340' - 360' | 182 | 61880' - 65520' 103h20' - 1092h |
| B (fl) | 28 / 36 x 50' | 5 | 280' - 360' | 182 | 50960' - 65520' 849h20' - 1092h |
| DK | 30 / 32 x 45' | 5 | 270' - 288' | 200 | 54000' - 57600' 900h - 960h |
| D | 30 / 33 x 45' | 5 6 | 270' - 297' 225' - 247,5' | 188 208 | 50760' - 55836' 846h - 930h40' |
| G | 34 / 36 x 45' | 5 | 306' - 324' | 175 | 53550' - 56700' 892h30' - 945h |
| E | 29 x 50' | 5 | 290' | 170 | 49300' 821h40' |
| F | 26,5 / 30 x 55' | 5 | 291,5' - 330' | 158 | 46080' - 52140' 768h - 869h |
| IRL | 45 x 35' / 40' | 5 6 | 360' 300' | 180 200 | 64800' - 60000' 1080h - 1000h |
| I | 31 / 40 x 60' | 6 | 310' - 400' | 200 (minimum) | 62000' - 80000' 1033h20' - 1333h20' |
| L | 32 / 38 x 50' | 6 | 267' - 317' | 216 | 57672' - 68472' 961h12' - 1141h12' |
| NL | 28 / 32 x 50' | 5 | 280' - 320' | 195 | 54600' - 62400' 910h - 1040h |
| P | 30 / 32 x 50' | 5 6 | 300' - 320' 250' - 267' | 175 212 | 52500' - 55980' 875h - 933h |
| UK E/W + NI | 35 / 40 x 35' / 40' | 5 | 245' - 320' | 190 (minimum) | 46550' - 60800' 775h - 1013h20' |
| SC | 27,5 h | 5 | 330' | 190 | 62700' 1045h |

SUBJECTS AT 13 - GENERAL EDUCATION - HOURS PER YEAR

| | Mother tongue | Mathematics | Artistic activities | Sport | Natural sciences | Human sciences | Foreign languages | Options | Flexible timetable |
|--------------------|---------------|-------------|---------------------|-------|------------------|----------------|-------------------|---------|--------------------|
| B | 152 | 152 | 30 | 91 | 61 | 121 | 61 | 182 | |
| DK | 180 | 120 | 90 | 60 | 120 | 150 | 90 | | |
| D | 104 | 130 | 26 | 78 | 78 | 104 | 130 | | |
| GR | 93 | 93 | 70 | 70 | 117 | 47 | 70 | | |
| E | 170 | 111 | 102 | 85 | 85 | 85 | 111 | | |
| F | 140 | 125 | 62 | 94 | 109 | 109 | 94 | 62 | |
| IRL | | | | | | | | | 1000 |
| I | 200 | 100 | 233 | 67 | 100 | 167 | 100 | | |
| L | 180 | 90 | 90 | 60 | 30 | 90 | 120 | | |
| NL | 111 | 111 | 78 | 100 | 89 | 144 | 155 | | |
| P | 113 | 113 | 85 | 56 | 197 | 85 | 85 | 56 | |
| UK E/W + NI | | | | | | | | | 912 |
| UK SC | | | | | | | | | 1045 |

SUBJECTS AT 16 - GENERAL EDUCATION - SCIENCES BRANCH - HOURS PER YEAR

| | Mother tongue | Mathematics | Artistic activities | Sport | Natural sciences | Human sciences | Foreign languages | Options | Flexible timetable |
|--------------------|---------------|-------------|---------------------|-------|------------------|----------------|-------------------|---------|--------------------|
| B (fr + gr) | 152 | 91 | | 91 | 91 | 91 | 121 | 364 | |
| B (fl) | 121 | 61 | | 61 | 61 | 91 | 152 | 364 | |
| DK | 90 | 150 | 90 | 60 | 270 | 90 | 210 | | |
| D | 104 | 104 | 52 | 52 | 156 | 104 | 156 | | |
| GR | 105 | 131 | | 26 | 184 | 79 | 79 | 26 | |
| E | | | | 57 | | 227 | 85 | 397 | |
| F | 125 | 156 | | 62 | 125 | 94 | 94 | 156 | |
| IRL | | | | | | | | | 1000 |
| I | 133 | 100 | 33 | 67 | 167 | 133 | 100 | | |
| L | 90 | 120 | 30 | 30 | 180 | 90 | 180 | | |
| NL | 89 | 33 | 22 | 33 | 11 | 83 | 200 | | |
| P | 85 | 113 | 28 | 28 | 226 | 113 | 85 | | |
| UK E/W + NI | | | | | | | | | 775 |
| UK SC | | | | | | | | | 1045 |

DISTRIBUTION OF PUPILS IN UPPER (SECOND CYCLE) SECONDARY EDUCATION
BETWEEN GENERAL AND VOCATIONAL EDUCATION, BY REGIONS (1991/92)

| | Total | General | Vocational |
|---------------------------|--------|---------|------------|
| BELGIQUE-BELGIE | | | |
| VLAAMS GEWEST | 332404 | 108694 | 223710 |
| REGION WALLONIE | 205678 | 77828 | 127850 |
| BRUXELLES-BRUSSEL | 71441 | 27521 | 43920 |
| DANMARK | 220990 | 75400 | 145590 |
| BR DEUTSCHLAND | | | |
| BADEN-WUERTTEMBERG | 413621 | 69006 | 344615 |
| BAYERN | 409810 | 73048 | 336762 |
| BERLIN | 94426 | 25033 | 69393 |
| BRANDENBURG | 58236 | 11640 | 46596 |
| BREMEN | 35136 | 6836 | 28300 |
| HAMBURG | 74107 | 17774 | 56333 |
| HESEN | 216453 | 49493 | 166960 |
| MECKLENBURG-VORPOMMERN | 51227 | 8451 | 42776 |
| NIEDERSACHSEN | 314152 | 62199 | 251953 |
| NORDRHEIN-WESTFALEN | 687989 | 159514 | 528475 |
| RHEINLAND-PFALZ | 135978 | 29037 | 106941 |
| SAARLAND | 38761 | 6988 | 31773 |
| SACHSEN | 109149 | 18452 | 90697 |
| SACHSEN-ANHALT | 65957 | 12061 | 53896 |
| SCHLESWIG-HOLSTEIN | 106013 | 19584 | 86429 |
| THUERINGEN | 62610 | 10578 | 52032 |
| ELLADA | | | |
| VOREIA ELLADA | 133982 | 82051 | 51931 |
| KENTRIKI ELLADA | 87680 | 60671 | 27009 |
| ATTIKI | 165840 | 113004 | 52836 |
| NISIA AIGAIUO, KRITI | 34679 | 22115 | 12564 |
| ESPAÑA | | | |
| NOROESTE | 322468 | 191550 | 130918 |
| NORESTE | 320401 | 187698 | 132703 |
| MADRID | 389755 | 263283 | 126472 |
| CENTRO (E) | 342349 | 198112 | 144237 |
| ESTE | 710053 | 399132 | 310921 |
| SUR | 548984 | 326781 | 222203 |
| CANARIAS | 130256 | 64821 | 65435 |
| FRANCE | | | |
| ILE-DE-FRANCE | 421033 | 300452 | 120581 |
| BASSIN PARISIEN | 412482 | 283546 | 128936 |
| NORD-PAS-DE-CALAIS | 198213 | 123403 | 74810 |
| EST | 204388 | 136912 | 67476 |
| OUEST | 314604 | 225842 | 88762 |
| SUD-OUEST | 217226 | 153444 | 63782 |
| CENTRE-EST | 266476 | 186871 | 79605 |
| MEDITERRANÉE | 228600 | 165394 | 63206 |
| DEPARTEMENTS D'OUTRE -MER | 69268 | 39337 | 29931 |
| IRELAND | 164971 | 126497 | 384774 |
| ITALIA | | | |
| NORD OVEST | 264992 | 87730 | 177262 |
| LOMBARDIA | 406657 | 122483 | 284174 |
| NORD EST | 304429 | 90741 | 213688 |
| EMILIA-ROMAGNA | 177442 | 47073 | 130369 |
| CENTRO (I) | 285073 | 89816 | 195257 |

| | | | |
|--------------------------|---------|--------|--------|
| LAZIO | 286686 | 107636 | 179050 |
| CAMPANIA | 313434 | 109808 | 203626 |
| ABRUZZI-MOLISE | 86753 | 29276 | 57477 |
| SUD | 377245 | 124050 | 253195 |
| SICILIA | 250597 | 89825 | 160772 |
| SARDEGNA | 104733 | 33141 | 71592 |
| LUXEMBOURG (GRAND-DUCHÉ) | 10631 | 3850 | 6781 |
| NEDERLAND | | | |
| NOORD-NEDERLAND | 101000 | 25000 | 76000 |
| OOST-NEDERLAND | 174000 | 47000 | 127000 |
| WEST-NEDERLAND | 329000 | 107000 | 222000 |
| ZUID-NEDERLAND | 169000 | 52000 | 117000 |
| PORTUGAL | | | |
| CONTINENTE | 378208 | 275196 | 103012 |
| AÇORES | 5936 | 4740 | 1196 |
| MADEIRA | 11526 | 8951 | 2575 |
| UNITED KINGDOM | | | |
| NORTH | 215967 | 92266 | 123701 |
| YORKSHIRE AND HUMBERSIDE | 402741 | 150316 | 252425 |
| EAST MIDLANDS | 300939 | 124675 | 176264 |
| EAST ANGLIA | 135375 | 65444 | 69931 |
| SOUTH-EAST (UK) | 1193488 | 545493 | 647995 |
| SOUTH-WEST (UK) | 344040 | 143250 | 200790 |
| WEST MIDLANDS | 425404 | 164849 | 260555 |
| NORTH WEST (UK) | 517357 | 19477 | 322581 |
| WALES | 180893 | 90033 | 90860 |
| SCOTLAND | 314596 | 182526 | 132070 |
| NORTHERN IRELAND | 146292 | 70366 | 75926 |

Source: Eurostat

STUDENTS IN HIGHER EDUCATION BY AREA OF STUDY AND BY MEMBER STATE (TOTAL)

| | B90/91 | DK91/92 | D91/92 | GR91/92 | E91/92 | F | IRL91/92 | I91/92 | NL91/92 | P90/91 | UK91/92 | EU 10 MS |
|--|--------|---------|---------|---------|---------|---|----------|---------|---------|--------|---------|----------|
| Arts, Religion, Theology and Fine Arts | 19174 | 28800 | 284120 | 25102 | 138701 | | 19470 | 228711 | 53892 | 18741 | 160216 | 976927 |
| Social Sciences, Commerce, Law | 121725 | 42209 | 538543 | 48365 | 574909 | | 24542 | 651459 | 170346 | 73321 | 368740 | 2614159 |
| Exact Sciences, Mathematics, Computing | 10905 | 11707 | 239374 | 15543 | 136631 | | 14378 | 148809 | 12600 | 10873 | 169643 | 770463 |
| Medical Sciences, Health, Hygiene | 36186 | 16683 | 196971 | 25576 | 104877 | | 4585 | 152966 | 41123 | 10580 | 166200 | 755747 |
| Engineering, Architecture, Transport | 52159 | 25968 | 411927 | 45336 | 202871 | | 15661 | 257069 | 80469 | 34970 | 205387 | 1331817 |
| Other | 36099 | 24792 | 196556 | 35291 | 143759 | | 22472 | 94188 | 99877 | 37277 | 314886 | 1005197 |
| Total | 276248 | 150159 | 1867491 | 195213 | 1301748 | | 101108 | 1533202 | 458307 | 185762 | 1385072 | 7454310 |

Source: Eurostat

STUDENTS IN HIGHER EDUCATION BY AREA OF STUDY AND BY MEMBER STATE (WOMEN)

| | B90/91 | DK91/92 | D91/92 | GR91/92 | E91/92 | F | IRL91/92 | I91/92 | NL91/92 | P90/91 | UK91/92 | EU 10 MS |
|--|--------|---------|--------|---------|--------|---|----------|--------|---------|--------|---------|----------|
| Arts, Religion, Theology and Fine Arts | 114 | 19757 | 171244 | 19107 | 88057 | | 12300 | 180680 | 33310 | 13529 | 97576 | 647058 |
| Social Sciences, Commerce, Law | 61365 | 18674 | 222274 | 27021 | 313121 | | 13305 | 321927 | 77716 | 41841 | 185819 | 1283063 |
| Exact Sciences, Mathematics, Computing | 3915 | 3970 | 67645 | 6200 | 55556 | | 6791 | 71276 | 3539 | 5686 | 60849 | 285427 |
| Medical Sciences, Health, Hygiene | 23149 | 13728 | 123745 | 16135 | 69294 | | 2501 | 70878 | 28833 | 7341 | 126067 | 481671 |
| Engineering, Architecture, Transport | 9827 | 5696 | 49430 | 9790 | 42279 | | 2053 | 57286 | 10578 | 9136 | 25699 | 221774 |
| Other | 23588 | 17066 | 125321 | 19651 | 98836 | | 10618 | 57474 | 56659 | 25942 | 179785 | 614940 |
| Total | 133342 | 78891 | 759659 | 97904 | 667143 | | 47568 | 759521 | 210635 | 103475 | 675795 | 3533933 |

Source: Eurostat

HIGHER EDUCATION QUALIFICATIONS BY AREA OF STUDY AND BY MEMBER STATE (TOTAL)

| | B90/91 | DK90/91 | D90/91 | GR90/91 | E90/91 | F90/91 | IRL90/91 | I90/91 | NL90/91 | P | UK90/91 | EU 10 MS |
|--|--------|---------|--------|---------|--------|--------|----------|--------|---------|---|---------|----------|
| Arts, Religion, Theology and Fine Arts | 3296 | 1810 | 15909 | 3850 | 16235 | 20107 | 3970 | 1555 | 6679 | | 37831 | 103163 |
| Social Sciences, Commerce, Law | 21922 | 4413 | 59164 | 6682 | 45631 | 80099 | 7308 | 3398 | 23087 | | 110469 | 309183 |
| Exact Sciences, Mathematics, Computing | 3693 | 544 | 23033 | 2906 | 12043 | 28482 | 3989 | 1019 | 2132 | | 43791 | 101725 |
| Medical Sciences, Health, Hygiene | 7998 | 4053 | 52282 | 5513 | 16277 | 9925 | 1047 | 2523 | 10838 | | 53335 | 175680 |
| Engineering, Architecture, Transport | 9565 | 5948 | 61747 | 4592 | 11678 | 47126 | 4362 | 1207 | 11276 | | 55975 | 175561 |
| Other | 12431 | 5757 | 44568 | 4961 | 29682 | 32272 | 2049 | 899 | 14925 | | 70417 | 191360 |
| Total | 58905 | 22525 | 256703 | 28504 | 131546 | 218011 | 22725 | 10604 | 68937 | | 371818 | 1045638 |

Source: Eurostat

HIGHER EDUCATION QUALIFICATIONS BY AREA OF STUDY AND BY MEMBER STATE (WOMEN)

| | B90/91 | DK90/91 | D90/91 | GR90/91 | E90/91 | F90/91 | IRL90/91 | I90/91 | NL90/91 | P | UK90/91 | EU 10 MS |
|--|--------|---------|--------|---------|--------|--------|----------|--------|---------|---|---------|----------|
| Arts, Religion, Theology and Fine Arts | 2056 | 1356 | 9167 | 2937 | 10445 | 13803 | 2302 | 12415 | 3853 | | 22084 | 65101 |
| Social Sciences, Commerce, Law | 11380 | 1778 | 25299 | 3707 | 24620 | 48205 | 4099 | 15464 | 9225 | | 51502 | 145069 |
| Exact Sciences, Mathematics, Computing | 1128 | 176 | 5943 | 1183 | 5293 | 9253 | 1912 | 5465 | 497 | | 14988 | 36189 |
| Medical Sciences, Health, Hygiene | 5583 | 3570 | 35582 | 3480 | 10815 | 5111 | 589 | 5936 | 6581 | | 42662 | 114152 |
| Engineering, Architecture, Transport | 1782 | 1039 | 6111 | 1002 | 1978 | 7761 | 448 | 2460 | 1407 | | 10383 | 26100 |
| Other | 8114 | 3962 | 27511 | 2747 | 21245 | 20482 | 1263 | 5019 | 8224 | | 41549 | 117964 |
| Total | 30043 | 11881 | 109613 | 15056 | 74396 | 104615 | 10613 | 46759 | 29787 | | 183168 | 497834 |

Source: Eurostat

STUDENTS IN HIGHER EDUCATION BY REGION, 1991/92

| | |
|--------------------------|--------|
| BELGIQUE-BELGIE | |
| VLAAMS GEWEST | 130357 |
| REGION WALLONIE | 87720 |
| BRUXELLES-BRUSSEL | 67775 |
| DANMARK | 150159 |
| BR DEUTSCHLAND | |
| BADEN-WUERTTEMBERG | 253903 |
| BAYERN | 305119 |
| BERLIN | 156234 |
| BRANDENBURG | 13984 |
| BREMEN | 25297 |
| HAMBURG | 71033 |
| HESSEN | 167778 |
| MECKLENBURG-VORPOMMERN | 19072 |
| NIEDERSACHSEN | 181777 |
| NORDRHEIN-WESTFALEN | 557583 |
| RHEINLAND-PFALZ | 91969 |
| SAARLAND | 30091 |
| SACHSEN | 52978 |
| SACHSEN-ANHALT | 28382 |
| SCHLESWIG-HOLSTEIN | 54242 |
| THUERINGEN | 24260 |
| ELLADA | |
| VOREIA ELLADA | 74648 |
| KENTRIKI ELLADA | 25137 |
| ATTIKI | 86967 |
| NISIA AIGAIUO, KRITI | 12900 |
| ESPAÑA | |
| NOROESTE | 118465 |
| NORESTE | 137074 |
| MADRID | 250052 |
| CENTRO (E) | 130316 |
| ESTE | 307655 |
| SUR | 223927 |
| CANARIAS | 39860 |
| FRANCE | |
| ILE-DE-FRANCE | 513263 |
| BASSIN PARISIEN | 228041 |
| NORD-PAS-DE-CALAIS | 120559 |
| EST | 154841 |
| OUEST | 205856 |
| SUD-OUEST | 197580 |
| CENTRE-EST | 222213 |
| MEDITERRANÉE | 197954 |
| DEPARTEMENTS D'OUTRE-MER | 17387 |
| IRELAND | 101108 |
| ITALIA | |
| NORD OVEST | 123032 |
| LOMBARDIA | 217216 |
| NORD EST | 137099 |
| EMILIA-ROMAGNA | 126372 |
| CENTRO (I) | 174089 |

| | |
|--------------------------|--------|
| LAZIO | 228664 |
| CAMPANIA | 160660 |
| ABRUZZI-MOLISE | 37057 |
| SUD | 117985 |
| SICILIA | 121767 |
| SARDEGNA | 41156 |
| LUXEMBOURG (GRAND-DUCHÉ) | 1000 |
| NEDERLAND | |
| NOORD-NEDERLAND | 52000 |
| OOST-NEDERLAND | 84000 |
| WEST-NEDERLAND | 237000 |
| ZUID-NEDERLAND | 84000 |
| PORTUGAL | |
| CONTINENTE | 189857 |
| AÇORES | 77 |
| MADEIRA | 1020 |
| UNITED KINGDOM | |
| NORTH | 56730 |
| YORKSHIRE AND HUMBERSIDE | 116485 |
| EAST MIDLANDS | 75324 |
| EAST ANGLIA | 29463 |
| SOUTH-EAST (UK) | 379239 |
| SOUTH-WEST (UK) | 76394 |
| WEST MIDLANDS | 104483 |
| NORTH WEST (UK) | 133981 |
| WALES | 57436 |
| SCOTLAND | 139121 |
| NORTHERN IRELAND | 32138 |

Source: Eurostat

FOREIGN STUDENTS IN HIGHER EDUCATION BY REGION, 1991/92

| | |
|---------------------------|-------|
| BELGIQUE-BELGIE | |
| VLAAMS GEWEST | 4344 |
| REGION WALLONIE | 12260 |
| BRUXELLES-BRUSSEL | 13225 |
| DANMARK | 7008 |
| BR DEUTSCHLAND | |
| BADEN-WUERTEMBERG | 17269 |
| BAYERN | 14391 |
| BERLIN | 15068 |
| BRANDENBURG | 52 |
| BREMEN | 1549 |
| HAMBURG | 4517 |
| HESSEN | 12221 |
| MECKLENBURG-VORPOMMERN | 433 |
| NIEDERSACHSEN | 7796 |
| NORDRHEIN-WESTFALEN | 35290 |
| RHEINLAND-PFALZ | 5177 |
| SAARLAND | 2113 |
| SACHSEN | 2337 |
| SACHSEN-ANHALT | 562 |
| SCHLESWIG-HOLSTEIN | 2146 |
| THUERINGEN | 515 |
| ELLADA | N/A |
| VOREIA ELLADA | N/A |
| KENTRIKI ELLADA | N/A |
| ATTIKI | N/A |
| NISIA AIGAIU, KRITI | N/A |
| ESPAÑA | |
| NOROESTE | 2753 |
| NORESTE | 681 |
| MADRID | 3022 |
| CENTRO (E) | 1775 |
| ESTE | 2020 |
| SUR | 1698 |
| CANARIAS | 286 |
| FRANCE | |
| ILE-DE-FRANCE | 70150 |
| BASSIN PARISIEN | 15083 |
| NORD-PAS-DE-CALAIS | 6886 |
| EST | 15076 |
| OUEST | 9121 |
| SUD-OUEST | 13746 |
| CENTRE-EST | 16917 |
| MEDITERRANÉE | 16862 |
| DEPARTEMENTS D'OUTRE -MER | 343 |
| IRELAND | 3753 |
| ITALIA | |
| NORD OVEST | 1187 |
| LOMBARDIA | 2358 |
| NORD EST | 2821 |
| EMILIA-ROMAGNA | 1781 |
| CENTRO (I) | 3054 |

| | |
|--------------------------|-------|
| LAZIO | 6800 |
| CAMPANIA | 613 |
| ABRUZZI-MOLISE | 440 |
| SUD | 697 |
| SICILIA | 605 |
| SARDEGNA | 157 |
| LUXEMBOURG (GRAND-DUCHÉ) | |
| NEDERLAND | |
| NOORD-NEDERLAND | 261 |
| OOST-NEDERLAND | 627 |
| WEST-NEDERLAND | 4470 |
| ZUID-NEDERLAND | 382 |
| PORTUGAL | 6238 |
| CONTINENTE | N/A |
| AÇORES | N/A |
| MADEIRA | N/A |
| UNITED KINGDOM | |
| NORTH | 3456 |
| YORKSHIRE AND HUMBERSIDE | 9094 |
| EAST MIDLANDS | 4789 |
| EAST ANGLIA | 3671 |
| SOUTH-EAST (UK) | 39995 |
| SOUTH-WEST (UK) | 4079 |
| WEST MIDLANDS | 6950 |
| NORTH WEST (UK) | 8841 |
| WALES | 4906 |
| SCOTLAND | 10618 |
| NORTHERN IRELAND | 3182 |

Source: Eurostat

TEACHERS AND SCHOOLS

BREAKDOWN OF TEACHERS BY SEX, 1991/92

| | PRE-SCHOOL | | PRIMARY | | SECONDARY | |
|------------------|------------|--------|---------|--------|-----------|--------|
| | Total | Women | Total | Women | Total | Women |
| B | 20173 | 15735 | 43630 | 34031 | 98323 | 52230 |
| DK | 4000 | 3600 | 33200 | 19000 | 53900 | 26700 |
| D (92/93) | 137330 | 132787 | 215414 | 180814 | 527009 | 239758 |
| GR | 8195 | 8100 | 39178 | 19904 | 58431 | 30977 |
| E | 43922 | 42020 | 125828 | 94364 | 295438 | 148597 |
| F | 102448 | 79072 | 207810 | 161726 | 416638 | 240839 |
| I | 117273 | 116450 | 282198 | 259586 | 590599 | 370045 |
| IRL | 4613 | 3548 | 15775 | 12124 | | |
| L | 647 | 629 | 1958 | 1018 | 3273 | |
| NL | 85297 | 55896 | 85297 | 55896 | 88282 | 26326 |
| P | | | | | | |
| UK | 32030 | 30587 | 231238 | 18567 | 391803 | 206196 |

BREAKDOWN OF SCHOOLS - PUBLIC AND PRIVATE (GRANT-AIDED AND NON-GRANT-AIDED), 1991/92

| | B | DK | D | GR | E | F | I | IRL | L | NL | P | UK |
|-------------------------|----------|-----------|----------|-----------|----------|----------|----------|------------|----------|-----------|----------|-----------|
| Public | 2797 | 2387 | 65463 | 16090 | 28360 | 63761 | 48942 | 4034 | | 3341 | | 30680 |
| Private grant-aided | 3160 | 875 | | | | 10519 | | | | 7098 | | |
| Private non-grant-aided | | | 24226 | 768 | 11421 | 929 | 18637 | 99 | | | | 2488 |

NUMBERS OF TEACHERS (FTE), 1991/92

| | Pre-school | Primary | Lower secondary | Upper secondary |
|------------|------------|---------|-----------------|-----------------|
| B | N/A | | | |
| DK | 3500 | 29900 | 25800 | 21800 |
| D | N/A | 173912 | 315458 | 149041 |
| GR | 8195 | 39178 | 28417 | 30014 |
| E | 43922 | 125828 | 112990 | 168528 |
| F | 98328 | 198409 | 394109 | |
| IRL | 4580 | 15684 | 21371 | |
| I | 117273 | 282198 | 264473 | 326214 |
| L | N/A | | | |
| NL | 67773 | | 71641 | |
| UK | 29267 | 215479 | 119163 | 82026 |

Greece, Italy: The FTE is the same as the number of full-time teachers.

AVERAGE SIZE OF SCHOOLS

| | PUBLIC Schools/pupils | PRIVATE GRANT-AIDED Schools/pupils | PRIVATE NON- GRANT-AIDED Schools/pupils |
|---|---|---|--|
| B - Pre-school + Primary Secondary (lower + upper.) | 2064/484388 733/260749 | 2094/625138 1066/504923 | |
| DK - Pre-school + Primary + Lower secondary Upper secondary | 2231/523091 156/78868 | 660/82051 215/149926 | |
| D - Pre-school Primary Lower secondary Upper secondary | 21669/1321157 17188/3390945 17192/4383423 9414/2709749 | 21708/1498093 364/47107 937/264898 1217/142008 | |
| GR - Pre-school Primary Lower secondary Upper secondary | 5468/127240 7283/734772 1785/425274 1554/390603 | | 147/6870 379/56452 86/18720 156/32025 |
| E - Pre-school Primary + Lower secondary Upper secondary | 10981/635288 14123/3015496 3256/2063831 | 4423/390509 4438/1633943 2560/720755 | |
| F - Pre-school Primary Lower secondary Upper secondary | 18589/2241600 37215/3445000 4872/2558000 3085/1776700 | 389/311800 5626/593200 1791/678000 2713/487900 | 15/5400 178/8600 64/10500 672/33500 |
| I - Pre-school Primary Lower secondary Upper secondary | 13732/820692 20366/2741819 9008/2053541 5836/2593731 | | 13472/718086 2125/243579 924/101170 2116/271154 |
| IRL - Pre-school Prim. Lower secondary + Upper secondary | 3224/526106 810/351099 | | 84/8629 15/1309 |
| L - Pre-school Primary Lower secondary Upper secondary | -/8689 -/24909 20/10416 22/9967 | -/ -/200 5/1537 5/664 | -/41 -/568 -/ -/ |
| NL - Pre-school + Primary Lower secondary + Upper secondary | 2963/441782 378/206530 | 5472/965978 1626/972497 | |
| P | | | |
| UK - Pre-school Primary Lower secondary + Upper secondary | 1380/810600 23958/4559500 5342/5887600 | | 2488/349000 |

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Belgium

Ministerie van de Vlaamse Gemeenschap, Departement Onderwijs, Dienst Onderwijsstatistieken

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Germany

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Greece

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Netherlands

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